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ABSTRACT

Covering the period from July 1, 1974 through June 30, 1975, the interim progress report describes the second year of career and continuing adult education programs in a rural district serving more than 186,000 persons of all ages in western Wisconsin. During this period the project staff focused on developing programs and services to meet the needs of grades K-14 and of adult evening students. Use of the five resource centers, with testing programs and a broad scope of materials of all kinds, has increased. Staff inservice programs have expanded and articulation among various levels of education is continuing. Included in the document is the third party evaluation report by the Center for Vocational, Technical, and Adult Education at the University of Wisconsin-Stout. The evaluators concluded that the project was effective in extending job presentation and other educational opportunities, in establishing a career learning system, and in making area residents aware of change. Making up two-thirds of the document, the appendixes contain: inservice teacher education materials, surveys of parents and students, adult evening student surveys, teacher questionnaires, various publicity materials, sample instructional materials, and other project-related items. (MF)

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INTERIM REPORT

Project No. F5007VW
(Formerly V361185)
Grant No. OEG-0-73-5297

Implementation of a Program and Delivery System for Comprehensive Career Education in a Rural Area

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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INTERIM PROGRESS REPORT OF THE IMPLEMENTATION OF A PROGRAM AND DELIVERY SYSTEM FOR COMPREHENSIVE CAREER EDUCATION IN A RURAL AREA

5. Summary of the Report

a. Time Period Covered by the Report: July 1, 1974 through June 30, 1975 Project No. F5007VW, Formerly No. V361185

b. Goals and Objectives of the Project. The overall objective is to assist in developing career and continuing education concepts, articulation in the discipline ladder and programs for the total spectrum of education. All project objectives have been continually scrutinized; some have been altered to meet the needs for new evaluation techniques. However, implementation of all objectives has continued to get positive action.

c. Procedures Followed. The first year of the project developed in phases. After establishing a ten-year program, the three-year program, aided financially and advisorily by the federal government, was set forth. The first year plan included: (1) establishment of the career and continuing adult education resource centers in five locations; (2) to make available human and material resources to all the people in the district; (3) to implement courses and programs for the educationally underprivileged, and; (4) to expand the understanding and utilization of the career education concepts. The second year plan, as originally stated in the First Quarterly Report of the 1973-1974 year, stressed "design", but because of the need for the establishment of a base line from which to evaluate, the third year objective, "implementation," was hurriedly established and started in January of 1975.

d. Results, Accomplishments

(1) Resource centers continue to be used, this year more than last. The media libraries in each of the five centers have been built up with a broad scope of materials pertinent to career education: filmstrips/cassettes, films, guides, microfiche, and assorted printed material.

(2) Eight consortiums were attended: high school programs for nongraduates were continued; current educational trends caused by economic, social and technological change continue to be studied and evaluated; community relations have been emphasized; and career and continuing education programs were attended.

(3) Career and continuing adult education continued to receive excellent newspaper, radio and television coverage.

(4) Three career education workshop brochures were made up, printed and delivered to all teachers and school administrators in the district. A fourth workshop brochure for high school students was developed by W.W.T.I., the University of Wisconsin - La Crosse, and Viterbo College; this workshop will be held this summer.

(5) All five centers have completed the compilation of resource lists for their area. High school teachers are beginning to utilize the expertise represented on these lists.

(6) The previous "canned" in-service program which was developed, produced, used extensively and well received last year has been replaced by a "curriculum building" matrix which is helping teachers write career education into their programs.

(7) Extensive in-service programs have been held in seven public school districts with excellent success. One other VTAE District was serviced by our expertise.

(8) Frequent meetings with the evaluation team were held. Direction in planning, assistance in instrument development, material identification and usability were given.

(9) Career education evaluation instruments were revised, made more comprehensive and utilitarian. There is still much evidence to show that students have too little comprehension and knowledge of the world of work and that many teachers are not very career oriented. However, almost all counselors and some teachers are aware of the need for student self-awareness, interpersonal relationships and career exploration.

(10) The needs assessment survey was refine and given in one area. It showed us the needs for training were less than the year before. The recession has had a marked effect on this rural area.

(11) Outreach workers with the handicapped, veterans and underprivileged have been active if not too successful in setting up training programs.

(12) The established advisory committees have given some input, are good channels of information and have aided in developing evaluative criteria. However, on the whole they are not as effective as we would like.

(13) Materials are evaluated as schools use them; some filmstrip/cassette programs appear to be coming obsolescent.

(14) Even for noncompletors, surveys have shown programs and courses to be viable.

(15) Rapport has been developed between each coordinating chairman and the persons in various agencies. An outstanding breakthrough has been established with Job Service. They are using our facilities once a week in Viroqua and Arcadia. Other services have also been most cooperative with us.

(16) Over 14,000 adults have been given training in vocational and avocational areas.

(17) Each center is averaging two or three career counselings a week.

(18) Courses to meet instantaneous needs have been or are being developed.

(19) One of Western Wisconsin Technical Institute's basic goals is to develop better skill and knowledge competency-based curricula: general education subjects are now being examined and work in wood technics and auto mechanics is progressing, but slowly.

(20) The State's Field/Community Services Handbook is now being utilized by all VTAE districts in the State. Much of it was written by the Administrator of Community Services and the Coordinating Chairmen. It is basically used by part-time supervisors and teachers.

(21) The center concept has brought Western Wisconsin Technical Institute to the people in a much more realistic fashion.

(22) As a result of the center concept, record keeping is more immediate and thorough and courses are more easily set up as the need arises.

(23) Staff members attended several state and federal level conferences.

(24) Many presentations relative to career education were given this year and were all well received.

(25) Career education experts from the state Vocational, Technical and Adult Education staff and the Department of Public Instruction visited the five centers on a monthly basis and gave the project much help.

(26) On-going articulation through written and oral means with other career education projects has continued.

(27) Articulation among secondary and post-secondary institutions was continued.

(28) Much new resource material was previewed, evaluated and purchased.

(29) As a result of new evaluation methods, a new approach to career education has been made: the second year has been productive in specific cases but less total impact on the whole district has been felt.

(30) An extremely worthwhile three-day visit by a combined federal and state team of education experts resulted in reemphasis of certain parts of various objectives.

(31) In 1971 a mobile unit supplied with career education materials was purchased by Western Wisconsin Technical Institute with the assistance of federal funds. The utilization of the unit was so complete, and the affirmative reaction so good, that the district board, with the approval of the federal government, decided to make it a part of the total career education project; therefore, in July of 1974 the unit was transferred from Student Services to Community Services and functioned as a part of the career education project.

(32) The overall adult evening school enrollment remained approximately the same; however, courses for upgrading, meeting new job requirements and Associate Degree programs increased markedly, especially in the West, Northeast, and East areas.

(33) *The Evening Express*, an evening school and career education newsletter was designed and published by each of the Coordinating Chairmen. It emphasized the world of work and leisure and had information concerning the great variety of educational opportunities available through Western Wisconsin Technical Institute.

(34) Emphasis was placed on the Adult Basic Education and General Education Development programs. Through cooperation with the Learning Center Chairperson and the Student Services Administrator and the Coordinating Chairpersons. Each center developed ABE courses and each center became GED testing sites three times each year.

(35) To coordinate the total district work with the full-time day school program, the Director of Western Wisconsin Technical Institute held monthly meetings with a combination of Executive Committee, Coordinating Chairpersons and Division Chairpersons.

(36) The Governor of the State of Wisconsin set forth a budget request which attempted to establish tuition costs for all education given by W.W.T.I. He wanted a 70 percent tuition charge to part-time students and a 12 1/2 percent to full-time students. Such a program would obviously curtail much of the educational offerings for the underprivileged of this deprived area.

(37) The career centers were utilized much more fully for a variety of classes during the year.

(38) Evaluation has been much more intense and much time has been utilized which has taken away from the institution of career education in the schools.

e. Evaluation

(1) The Project Director, the Coordinating Chairmen and others involved in the project considered the second year successful. Basically, all goals as set forth on the following pages were achieved. The degree of success for meeting the project goals as this staff sees our second year is as follows:

The objectives as evaluated by staff were:

Fully successful: 2, 3, 4, 6, 9, 10
Moderately successful: 1, 7, 8, 11
Minimally successful: 5

(2) The majority of evaluation instruments were those utilized nationwide and administered by the University of Wisconsin-Stout, the third party evaluator. Stout did develop a few of their own with our approval. The results were affirmative as can be seen in part 6e of this report.

f. Conclusions and Recommendations. Comments of administrators, counselors, a few teachers, many citizens of the district and an analysis of evaluation data make it obvious that significant success has been made in presenting career education to the public. Resource center implementation, resource library development, instrument utilization, in-service and other training have had a marked influence on the district's citizens. The instruments, et cetera, developed by the career education staff met with favor. A feeling of accomplishment exists within the career education staff with the ending of this year's work; however, some concerns exist.

(1) Acceptance and integration of the career education concept into the curricula of all schools in the district is not realized and with concentration in specific schools now mandatory, it is doubtful that career education will be given to all districts as we had desired. Even more time than the three years of the project is necessary for full implementation. Ten to twenty years should accomplish much.

(2) Time is also required to develop rapport with schools, agencies, industries, et cetera.

(3) Articulation with area educational institutions, while progressing, has far to go.

(4) Acceptance of change is not readily received.

6. Body of the Report

a. Problem Area Toward Which the Project was Directed, Including References to the Original Proposal, Previous Studies and Experiments, and Related Literature.

1. District Statistics

A comprehensive study in 1973-1974 and a follow-up survey in 1974-1975 of the Western Wisconsin Vocational, Technical and Adult Education District have been conducted by the Community Services organization in order to understand the problem area as set forth in the project title, "Implementation of a Program and Delivery System for a Comprehensive Career Education System in a Rural Area". The district has a geographic area in excess of 5,000 square miles which includes Vernon County less the portion of the Kickapoo and Gays Mills School Districts; Juneau County less a portion of the Nekoosa, Pittsville, Wisconsin Dells, Reedsburg, and Wonewoc School Districts; Jackson County less the portion of the Osseo, Fairchild, Alma Center and Pittsville School Districts; Buffalo County less the portion of the Mondovi, Durand, Gilmanton and Alma Center School Districts; Trempealeau County less the portion of the Eleva, Stru, Osseo and Gilmanton School Districts; La Crosse and Monroe Counties; plus the portion of Crawford County which holds the De Soto School District, Richland County which holds the La Farge School District and Richland and Sauk Counties which holds the Hillsboro School District. The total population has remained relatively constant in the past ten years. In 1960 it was approximately 175,000, in 1970 it had increased to 186,217: the youth 62,277, the 18-66 year olds 99,450 and the elderly

24,490. The greatest percentage of this increase was in La Crosse County, 11 percent -- the same as the state average. As of 1970 there were 9,043 farms and 285 industries. In the last three years the number of farms has decreased; a few industries have moved into the district; services have increased a great deal. The district is principally rural: in the State of Wisconsin 6.5 percent of the residents are employed in agriculture and forestry while, with the exception of La Crosse County, in the other nine counties of the district 27.1 percent of its residents are employed in agriculture and forestry. About half of all manufacturing, trade, and service industries are located in La Crosse County, principally in La Crosse, a city of 51,125 people. Thirty-six percent of the labor force is engaged in services and government, 25 percent in manufacturing, 13 percent in trades, 12 percent in transportation and utilities, 10 percent in farming and 5 percent in construction. From these statistics it is obvious that a great number of farms perform off farm work for 100 days or more each year (this increases the need for second career training). Six thousand five hundred eighty (about 6.4 percent) members of the labor force consistently remain unemployed compared to the state average of 5.1 percent. This past year unemployment has increased well above the national and state norms, as high as 13 percent in one county. Five percent of the labor force attend evening school each year. Thirteen percent of the La Crosse County residents earn $4,000 or less: this is the same as the state average; however, 23 percent of the population in the other nine counties earn $4,000 or less a year.

Fifty-two percent of the population 25 years of age and older are not high school graduates; twenty-five percent of those under 25 and out of school one year are not high school graduates. The average reading level of high school graduates attending post-secondary institutions fluctuates between grades 10.1 and 11.3. The district graduates approximately 3,700 students from two parochial high schools and 28 public high schools; and there are 68 elementary public schools, 27 parochial elementary schools and junior high or middle schools in the 27 public school districts within the Western Wisconsin Vocational Technical and Adult Education District. The Technical Institute is located in the city of La Crosse, a city of over 51,000 people; and it serves as a comprehensive center for the whole District.

Western Wisconsin Vocational, Technical and Adult Education District has an equalized valuation of approximately $42,000 per public school pupil. The public schools have a staff-pupil ratio of one to twenty-five.

2. Educational Programs: K-Adult

Most of the schools have the traditional general education, vocational education and college preparatory curriculum. However, with the assistance of state/federal monies, many schools are developing or expanding vocational and career educational opportunities. Examples are: the five-school cluster of Taylor, Blair, Whitehall, Independence and Arcadia is offering courses in meat cutting, building trades, electronics, small engine repair, health occupations, graphics, auto mechanics, along with agriculture, business and home economics. Five schools in the southern portion of our district have joined together to develop vocational career educational opportunities. An LVEC has been hired to work in Bangor, Cashton, La Farge, Brookwood and Hillsboro School Districts to coordinate the effort. A local vocational education coordinator (LVEC) is employed by most of the districts; generally, one LVEC is used by more than one district in every case.

Western Wisconsin Technical Institute is at present offering, on a coordinated contractural basis, to the La Crosse and Onalaska school districts electronics, small engine repair, data processing, auto mechanics, welding, and survey of health occupations. This past year W.W.T.I. expanded its service (Survey of Health Occupations) to Sparta, Tomah, Black River Falls, the Northwest five-school cluster. A course in graphics was delivered to Sparta.

The total number of disadvantaged within Western Wisconsin Vocational, Technical and Adult Education District totals approximately 22,000 with the majority of them being rural disadvantaged. Approximately 5,500 of this total are students (K-14) throughout the VTAE District. An additional 2,500 residents of the VTAE District are handicapped persons.

The handicapped are difficult to find; but, with the help of a handicapped person on the W.W.T.I. staff, they are gradually being located and urged to seek education which can make them employable. At the same time, employers to hire these handicapped are being sought by the placement officer.

Within the district are three post-secondary schools: Western Wisconsin Technical Institute, University of Wisconsin-La Crosse and its extension system, and Viterbo College. Monthly the directors-presidents meet to discuss and attempt to solve their mutual problems. This group has established several committees, composed of personnel from each institution, which are asked to seek solutions to the educational needs of students and other problems as defined.

These institutions provide post-secondary educational programs which serve approximately 22,000 students annually in a vast variety of instructional areas. Duplication of programs is evident especially in the areas of agriculture, business, health occupations and teacher in-service. Articulation meetings have been held with representatives of these educational institutions and career center coordinators from W.W.T.I. Discussions centered on methods to minimize duplication and the possibility of developing a joint program based on career lattice/career competency rationale. However, the two major problems that hinder articulation of programs are: (1) competition for students, and (2) recognition of credits from one institution to another. Some positive results have been achieved, but a great deal of work needs to be done based on the actual mission of the insitution involved. To help solve these problems, Western Regional Council composed of University of Wisconsin and Vocational Technical and Adult Education personnel has been formed. A joint project geared to the adult learner, focusing on publicizing educational opportunities and helping the learner develop skills to assist him in his/her career, is established. Curricula will be mutually built.

3. Career Counseling - Area

This district is ethnically pocketed which makes counseling more difficult; however, the establishment of the centers has afforded ethnic groups a sphere of influence, close enough to their home, and a person, the coordinating chairman, to counsel them. They can relate to him because his work is within their geographic area. In addition, Western Wisconsin Technical Institute counselors are available on a request basis. One of them will continually visit area high schools as a part of the high school relations program. The Wisconsin Job Services agency now utilizes the Arcadia and Viroqua centers for job placement services. People in the areas are beginning to use this service. Other agencies have been invited to participate and cooperation is improving.

4. Career Counseling - W.W.T.I.

Because of the recession during this second year of the project unemployment is high; therefore, placement has a high priority emphasis. Western Wisconsin Technical Institute has a full-time placement officer who makes contacts and arranges interviews with representatives from prominent businesses and industries for prospective employment. The Placement Office works closely with the local office of the Wisconsin Job Services to assure exploration of all career opportunities for graduates of both diploma and associate degree programs.

Students are asked to submit resumes and letters of reference to set up a credential file for use by prospective employers. Many part-time jobs are available in the surrounding area for the students who need to support themselves while attending school. The school assists students in locating part-time and vacation employment while attending school.

Student Personnel Services involve all student related functions which are not instructional or administrative school affairs. Included are counseling, financial aids, housing, admissions, registrations, health services, high school relations, placement and student activities services.

5. Career Education Activities

There is an expressed need for career education activities in all of the 27 public school districts and within the Western Wisconsin Vocational, Technical and Adult Education District System. All districts have implemented career education to some extent in all or in a part of their system. The La Crosse Public School District is proceeding slowly. In 1973-1974 they instituted career education at the K-3 level and in 1974-1975 at the 4-6 level. In 1975-1976 they will institute career education into their curricula in the 7-9 grades. Royall has adopted the career education concept in its entire system. Bangor is doing the same. Hillsboro will commence next year. New Lisbon has established a Career Corps and Arcadia a placement system. Sparta is utilizing its concept in its vocational programs and Tomah has had some in-service programs as have Holmen, Cochrane-Fountain City, Taylor and Gale-Ettrick-Trempealeau.

Appendix A is the instrument which was developed by the Project Director and Coordinating Chairmen to show teachers, counselors, administrators and laymen the intent of the career education program. The instrument as set forth is available for viewing in the form of a chart, a transparency and a slide.

As Western Wisconsin Technical Insitute progresses in this project, the following specific components of career education, stated as goals, are established. (Seven basic career education goals have been developed, and from them a curricula matrix has evolved): (1) Self-Exploration and Awareness, (2) Career Awareness and Exploration, (3) Economic Awareness, (4) Life Style Awareness, (5) Decision Making and Planning, (6) Placement Curriculum, and (7) Basic Educational Skills.

All people in the district must be served, therefore, the effort will be comprehensive and will involve consultants from all educational disciplines. Activities will cut across as many educational experiences as possible. To increase the self-awareness and career awareness of each student, math, communications, science, and social studies will be in the designed activities.

Integrating career education into established curricula has been our basic objective. To help teachers and administrators become aware of the career education concept and to have a method by which they may integrate career education into their extant curriculum, a short, individualized course (Appendix B) has been developed. From an earlier matrix, the worksheet, filled out with examples of career education curriculum development, is included as Appendix C. It is proving to be highly successful. In addition, coordinating chairmen and other counselors have provided consulting services to building administrators, counselors, and classroom teachers.

During the 1974-1975 school year, the career education team ordered and previewed much career education resource material including films, filmstrips, cassettes, and various types of written matter. These materials were loaned to schools for utilization in the classroom. Audiovisual equipment accompanied the loan.

The career education team also assumed a public relations role. Both individual team members and various combinations of the team made presentations at civic meetings, conferences, and various schools throughout Wisconsin.

Team members visited sites of other nationally recognized career education projects, attended national conventions and conferences, and traded, via mail and telephone conversations, career education ideas with several other projects.

The career education Project Director and/or the Coordinating Chairmen coordinated all project efforts and served as the project's representative in meetings with local school and civic administrators, agencies, industries, trades, service and other organizations to determine procedures and policies relative to the integration of the career education program. They also served as the project's representatives in joint planning sessions with personnel from other technical institutes' career education components and through formal and informal meetings with representatives from the Vocational, Technical and Adult Education State Office, the Wisconsin Department of Public Instruction, the United States Office of Education, and other national, regional, state, area and local public and private agencies and organizations.

Articulation and communications of the Western Wisconsin Technical Institute and the Public School Districts has been continuous. Consortiums have been held by the

Division Chairmen and Coordinating Chairmen to articulate skill and knowledge competencies between high school and W.W.T.I. wood technics, auto mechanics, math, social studies and communication skills. Desires and needs of youth, the labor force, the elderly were found during the first year and are being met with a variety of new classes this year. In an attempt to meet these aforementioned needs, materials have been purchased to emphasize the rapid changes in work and leisure, changes and/or modifications in lines of communications. Existing policies have been amplified and/or extended to include the ideas behind career education.

b. Goals and Objectives of the Project

The broad objectives of this project as specified in the original proposal approved June 26, 1973, were:

(1) To provide a program of comprehensive career education which is readily accessible to all residents of the district.

(2) To establish five careeer resource centers at Western Wisconsin Vocational, Technical and Adult Education District.

(3) To develop a career resource library within each of the career centers.

(4) To provide teacher in-service training in cooperation with appropriate campuses of the University of Wisconsin.

(5) To provide meaningful exploratory and developmental career education experiences to junior high students.

(6) To improve the coordination, planning and supervision of adult continuing education programs in the district.

(7) To provide for citizen planning and evaluation of the centers.

(8) To improve the out-reach services of manpower related agencies as a component of career education.

(9) To provide career and occupational extension training opportunities to the citizens of the district.

(10) To provide increased career counseling and placement services for youth and adults.

(11) To improve articulation between and expand opportunities in high school and post-high school occupational education programs.

At the commencement of the project and as a result of the establishment of the above eleven (11) objectives, ~~four~~ three major goals were set forth.

GOAL 1 The first goal was to find the attitudes, needs and desires of all the people in the district. (This was to be accomplished during the first year and was.).

GOAL 2 The second goal, to have been accomplished the second year, was to design a system by which the concepts of career education for a rural area could be delivered to all the people. This goal was discarded in the fall when new guidelines for implementation of the project were presented to the Project Director. As the requirements insisted on implementation immediately so that evaluation could be conducted more readily, the second year basic goal was developed. Three school districts would implement career education in its totality and be evaluated.

GOAL 3 The third goal is to continue to develop career education concepts and institute them in as many districts as possible. The treatments and resources to accomplish the goals are presented in a later part of this report.

c. Descriptions of the General Project Design and the Procedures Followed

The project was originally designed to deliver career and continuing education to all individuals within the geographical area of the Western Wisconsin Vocational, Technical and Adult Education District. The delivery of career education to all individuals as a necessity has been curtailed to some extend in some districts and intensified in others. However, certain of the original objectives have been carried out to a full extent, some to a lesser than anticipated. The five resource centers have been established in strategically located areas for maximum utilization. Each center has a career resource library of audio visual and printed materials which is available to instructional staffs, to adult groups or to individuals who have a need. The career resource library now includes materials for the adult population and out-of-school youth which were lacking the first year. Utilization has been extensive.

Career counseling is available at all five centers from the available expertise from Western Wisconsin Technical Institute. Specialists in guidance and counseling from

Student Services are available on an on-call basis. Experts in specific field from local business, industry, government and other agencies or programs are available for career counseling also.

The centers now furnish exploratory training for high school students. W.W.T.I. has occupational trailers which can be moved from school to school. Upon request, aptitude testing is available at all centers. As mentioned previously, GED testing is available also.

Two in-service workshops taught by professors from the University of Wisconsin-Stout were held during the summer of 1974 and a third one during the summer of 1975. The seminars are two weeks in length; their objective is to develop curriculum which includes the world of work and leisure activities. The diversity of personnel in K-12 insured "seed" staff for many of the schools.

1. Methods and Materials

Career education concepts and curriculum development activities have been presented in formal presentations, individual conferences and workshops. Information and materials presented have been gleaned from other projects throughout the nation after careful analysis. The Science of Andrology was presented to a call-staff seminar on career education during August, 1974.

2. Instruments

The three basic instruments displayed in Appendices A, B, and C have been developed to meet the in-service needs of the administrators and instructors in the 27 public school districts represented by Western Wisconsin Technical Institute. Their impact has been extensive and the material has been well received.

3. Student Population and Service Area

Western Wisconsin Vocational, Technical and Adult Education District was organized July 1, 1968, pursuant to Wisconsin Law 41.155. A seven-member board was established with two representatives from labor, two from management, two members at large and one school administrator from within the district. The new district supersedes the former La Crosse Vocational, Technical and Adult Education District, whose borders coincided with those of the La Crosse Public School District.

4. Advisory Committee

An advisory committee has been established by each Coordinating Chairman and is composed of persons from education, industry, labor and lay citizens who represent all ethnic groups, including minorities, and geographic areas. The members act as positive links to the people and the resources of the area. The committee advises in such matters as program planning, area needs and center operations.

d. Results and Accomplishments of the Project

1. In the original project eleven objectives were established and were to be achieved in a three-year period. The objectives or parts thereof to be accomplished in the first and second year were:

   a. Establish five career and continuing education centers in the Western Wisconsin Vocational, Technical and Adult Education District which can serve all the people most effectively; each center has a coordinating chairman capable of counseling all ages in career planning, a secretary, a resource library and equipment for informational and instructive utilization, offices and at least one classroom.

   b. Establish base lines from which to evaluate career and continuing education as it is implemented in the District.

   c. Intensify and broaden the continuing education effort to make courses more relevant to the world of work and leisure.

   d. Establish an advisory committee for each of the five regions ensuring that all public and parochial school districts are represented, that labor and industry, business, agriculture, government and other agencies are involved.

   e. Orient and involve key people.

   f. Establish a resource list of professionals in every occupational field available in the district.

   g. In the first year the project staff developed, employed and evaluated instruments to find the needs and desires of the people; and, in the second year, we utilized the results to improve the educational output and add impetus to the enhancement of more individual's occupational acumen.

   h. Develop an individualized, learning instrument for teachers through which they can develop curricula relative to the world of work and leisure.

(9) Assist instructors in building curriculum which includes information on the world of work and leisure.

(10) Establish rapport with agencies, organizations, groups and individuals which will assist in the development of methods by which educational needs and desires can be met.

(11) Publicize: make all ages aware of the availability of educational assistance.

(12) Develop an awareness of exploration of and preparation for careers for as many people as possible throughout the district but intensify the implementation of career education in at least three specific systems.

(13) Furnish career education materials wherever possible to assist in student decision making.

(14) Coordinate the delivery of information through the use of counselors from Student Services and the Career Mobile.

(15) Have intensive in-service sessions on career education principles and practices, utilization and methodologies for community service personnel involved in its dissemination.

(16) Give career education in-service training.

These above objectives are accomplished; the second years' results and accomplishments are stated below.

Objective #1: To provide a program of comprehensive career education which is readily accessible to all residents of the district.

A new position, Administrator of Community Services, was established on January 8, 1973 by the Western Wisconsin Vocational and Technical Adult Education District Board to coordinate the already large and growing adult education evening programs throughout the district, to prepare for making as many phases of education as possible available to all the people in the district, to be a member of the Executive Committee. He became the project director July 20, 1973.

Using the 1970 census results and all other available sources of information, the population living in parts of the ten counties within the district was analyzed.

Media materials, especially audiovisual equipment and software, were obtained and have been heavily utilized. To evaluate the true effect of our program in three years is unrealistic; we can only expect indications of its success in so short a time. Every effort has been made to make sure that viable, workable plans were formulated and tested before implementation.

Three consortiums composed of the members from career education projects in Wisconsin were held to exchange ideas, solve mutual problems and share instruments and methodology.

Three consortiums composed of community/field services personnel were attended to develop objectives for the operation and administration of community/field services.

Workshops to develop courses which would help make the elderly's existence more interesting, pleasant or profitable, depending on the individual's desires and needs, were organized.

The East Area Coordinator, Dr. Steffen, is a member of the Board of the Juneau County Senior Adult Center located in Mauston, Wisconsin, the County Seat. At the monthly meetings plans were made to give educational assistance to senior citizens in the ares of health, recreation and service to others. Dr. Steffen made several visits to hold discussions with or give talks to senior citizens throughout Juneau County. He developed classes for the elderly in such areas as sewing, upholstery, woodworking and recreational pursuits. Twice during the year, Dr. Steffen attended a meeting of the Wisconsin Congress on Aging at Madison, Wisconsin. The first meeting emphasized the needs of the elderly, the second was very practical. The topic was, "The High Cost of Growing Older." It was pointed out that programs involving the aged are fostered; but when one fifth of the population is over 65 in the year 2000, what will be the reactions? Today one-fifth of the gross national income is used for the welfare of the entire population.

The South Area Coordinating Chairman, Mr. Severson, enrolled fifteen senior citizens in a knitting class at Norseland Manor, a retirement home in Westby.

Coordination and program planning with two agencies -- La Crosse Committee on Aging and the Wisconsin Association for Retarded Citizens. Two offerings generated from this contact were Preparing for Retirement and Leisure Time Activity Programs for Developmentally Disabled Adults.

The East Area Coordinating Chairman is a member of the Advisory Committee on Mental Health for the Unified Board of Juneau, Richland and Sauk Counties.

In October Mr. Pendleton attended the project director's meeting in Chicago to learn about the new project evaluation procedures as developed by Development Associates, Inc.

In November, the Project Director attended the adult education conference at Miami Beach, Florida, where the basic emphasis was placed on the "Work-Leisure Ethic". Later in the spring, he attended a career education symposium at the University of Ohio. New concepts, teaching methodologies, resources, et cetera on career education were discussed.

A consortium that would develop learning options for the high school dropout which might either keep the person in his/her school or find a method to educate him elsewhere or by other methods was attended.

In January a letter to all Bangor School District parents including a fact sheet and a questionnaire (Appendix D) was given to the principal for further delivery to the community. One-third of the parents returned the questionnaire and the results were tabulated.

The results of the survey are divided into two parts as is the questionnaire. Fifty-five responses were received.

1. Of the fifty-five responses, thirty-nine (39) or 71 percent have families of four or more children.

2. Only four families had a child leave high school before graduating; one family had three who left high school before graduating.

3. More boys (24) delivered the form to their parents than girls (16); however, 14 forms were received through the mail. One (1) person did not indicate how the form was delivered.

4. Most parents indicated that they would like their child to continue post-high school education, either at a two-year school or a four-year college. and then get a job. However, 12 were uncertain of their hope for their child.

5. Most parents (40) have discussed career plans with the child or teacher (15); however, 13 have discussed plans with no one. Only four (4) persons indicated they have talked with a counselor about their child's career plans.

6. Over half of the respondents said they had not received information about career education at meetings; however, more than half said they have heard or read about career education six or more times. It appears that the news media is the most effective way to reach the people.

7. It is interesting to note that in the eight "would you like your son/daughter to:" item six "understand the private enterprise system?" was the only item receiving "no" responses. Three persons indicated "no". However, it is significant that there were eight "no responses" which could indicate a lack of understanding on the part of the respondent.

8. The majority of people (35) or 64 percent of the parents responded affirmatively to the reduction of social costs for poverty, crime and juvenile delinquency.

Part II responses indicate:

1. Forty-three (78%) feel each student should have at least one paying job before graduating from high school.

2. Fifty-two (94%) believe a college degree is not necessary for success.

3. Thirty-eight (69%) believe a student should have a salable skill upon leaving high school.

4. Fifty (91%) feel that knowledge of careers should be learned within the school program.

5. Seventeen (31%) think a student should hold several kinds of jobs while in school; however 25 (45%) disagree.

6. Thirty-two (59%) believe school would be more relevant if it were fully career-oriented; however, 12 (21%) disagree.

7. Thirty-five (64%) feel that knowledge of careers should be available to all students K-12. Twelve (21%) disagree.

8. Fifty-one (92%) believe students should be able to meet and talk to experts in many areas of work.

9. Nineteen (35%) feel that students' hours should be scheduled so that they are allowed to leave school during the day to work; however, 27 (48%) do not agree.

10. Only eight (15%) think the schools should be responsible for placement of students, while 36 (65%) disagree.

11. Twenty-eight (51%) believe counselors are not well enough informed to guide students intelligently. However, 16 (29%) expressed no opinion, and ten (18%) feel counselors are capable of assisting students in career guidance.

12. Twenty-eight (51%) feel that teachers are not adequately informed about careers to help students in career guidance. Fifteen (27%) had no opinion and ten (18%) feel teachers can intelligently guide students toward career selection.

Area school districts were contacted regarding information concerning the contracted seminar programs available for secondary students. Planning is coordinated through division chairmen at W.W.T.I. and area school administrators -- superintendents, principals, and local vocational education coordinators. Initial contact and contracted services arrangements are handled by coordinating or division chairpersons through the Cooperative Educational Service Agency District #11, or #12, or the individual school district. As the program expands the CESA agency will assist in establishing school clusters, budgetary considerations, and transportation. Plans were made with representatives of the La Crosse School District to offer Saturday vocational classes to supplement the curriculum of the secondary schools. Five classes were conduted giving sophomores, juniors and seniors seventy-two hours of instruction in the fields of auto mechanics, health occupations, data processing, welding, and electronics. Students completing these classes receive one-half credit applicable to their honor points for high school graduation.

Initial planning was completed for the alternative school program for potential high school dropouts of La Crosse Schools. This program was developed through cooperation between public school administrators, guidance counselors, and and W.W.T.I. personnel. Plans call for a pilot program to be implemented in the 1975-1976 school year. Areas of continued planning are financing, transportation, and credit arrangements for high school completion.

The high school completion program, developed by the Northwest Area Coordinating Chairperson, Mr. Ammerman, Division Chairman, Mr. Erickson, the Project Director and administrators from the five schools: Arcadia, Blair, Independence, Taylor and Whitehall, has continued to thrive. The Ad Hoc Committee has met each quarter to discuss progress of the program and its future. (Appendix L is the most recent report.) There were thirty-two registrations in 1974-1975 and seven people have now received their diploma. Also, three high school completion courses were held at Onalaska and eighteen persons were enrolled. La Crosse Logan also has a program for noncompletors, over 200 are enrolled.

The career education community services staff held regular weekly meetings to discuss problems, assign tasks, plan strategies, preview and/or seek new resource materials. Monthly meetings with the executive committee and division chairpersons were held to discuss Institute business, financial and administrative problems and career and continuing education.

The staff has promoted career education throughout the district by mass media presentation but more successfully vis-a-vis.

Even though the basic aim of the project has been changed and the impact is now on three specific school districts, the project staff has taken the idea, the concept, of career education to the district populace and has continued it as one primary endeavor: people are becoming more aware of the need for an awareness of the world of work in relation to self, others and life.

The extremely well accepted, hour-long, canned audiovisual program used throughout the district two years ago served its purpose well. It was extensively used for teacher in-service, service club, advisory committee and other group presentations. It has been used less this past year because more time has been spent on curriculum development.

Another brochure which reiterated the concepts of career education was developed and sent to all teachers and counselors in the district.

The Career Mobile was utilized extensively the entire year throughout the District. It was used for career education, at schools, for community education in towns, at hospitals, fairs and in shopping centers. It was taken out of the District a few times for use at special meetings or where there were large gatherings of people. It always had good attendance and high praise. The following is a list of the schools visited. After each school is indicated the number of visiting persons at that school. Each number indicates anywhere from 10 to 20 percent repeat of students; that is, students who visited the trailer more than once while it was at their school.

Black River	39
Sparta	468
Bangor	265
West Salem	238
Central	627
Aquinas	530
Logan	510
Melrose-Mindoro	309
Black River Falls	383
Taylor	217
Blair	474
Whitehall	233
Independence	247
Arcadia	251
Cochrane-Fountain City	357
Galesville	159
Holmen	387
Cashton	186
Black River Falls	266

Onalaska	307
Luther	199
Desoto	364
Viroqua	436
La Farge	219
Hillsboro	434
Elroy	290
Mauston	537
New Lisbon	330
Necedah	236
Tomah Jr.	389
Tomah Sr.	118
Home and Garden Show, Tomah	75
Brookwood	333
State Exceptional Children Conference	80
Westby	365

This gives a total of 10,858 students visited to date at the area high schools. Many of these high schools also include figures from junior high and grade school students who visited the trailer.

All centers have established a career expertise resource list from which teachers/pupils may obtain information from the person who is an expert in a particular field of work.

The career education concept instrument developed during the first year has been revised. It better explains the total concept of career education from birth to death. It, more graphically and thoroughly, explains that life is divided into eras of mental development and shows those knowledges and skills which education must present to people if they are to be productive, satisfied members of society.

A significant step for better career education was taken by five high schools (Bangor, Brookwood, Hillsboro, La Farge and Westby) when they formed a cooperative vocational educational consortium. Al Szepi is the LVEC; he and the South area Coordinating Chairperson are working closely to develop good educational practices. They have discussed such items as the feasibility of Western Wisconsin Technical Institute offering technical introductory courses at the South Center and busing high school students 16 years of age and older to the Center. Scheduling and busing from the parent schools appear to be the major problems at this time.

Most school districts feel that career education should be integrated into the system at the elementary level first because here teachers are child-oriented rather than subject-oriented as in the upper grades. In several years it is hoped that career education will be implemented throughout total systems. However, because of the lack of career knowledge in so many students, an interim audiovisual program is planned and implementation is started. To lend credence and authenticity to careers, about 90 one-hour interviews on-the-job in the district, occupational, video tape programs are planned; and it is hoped several will be available for use during the third year of the project.

One or more members of the third party evaluation team made periodic visits to the district visiting the centers, Western Wisconsin Technical Institute, or in-service programs at schools. Other various meetings were held and consultation took place relative to the overall progress and development of the project objectives.

A complete listing of all audiovisual material with a concise description of the content of each piece is kept updated and is available in each center. It has been distributed to all private and public schools in the District.

The Career and Continuing Education Resource Centers are being utilized extensively: compared to the first year the use of the classroom (s) has more than tripled -- in some cases, scheduling has been a problem; visits in all cases have risen -- over 300 percent at the Northeast Center for example; telephone calls have tripled. The Center concept is taking hold; people find an outreach post convenient and able to give individuals better and more personal service.

Objective #2: to establish five career resource centers at Western Wisconsin Vocational, Technical and Adult Education District.

Five Career and Continuing Education Centers in the Western Wisconsin Vocational and Technical Adult Education District are established and now serve the District people most effectively; each center has a coordinating chairman, a secretary, a resource library and equipment for informational and instructive utilization, offices and at least one classroom. Each center is so located that the greatest possible number of people in a particular region is served.

Desire by "outside" persons to help in the development of the career and continuing education resource centers is a most rewarding experience. Members of Boards of Supervisors, University Extension, public and private schools, as well as industry voice the need of centers in the areas. Cooperation continues to play an enjoyable role in career center activities. News media, agencies and individuals help almost as if it were a personal matter "to make a go" of a center and astonishingly, increasing numbers are becoming aware of the importance of career education.

Objective #3: to develop a career resource library within each of the career centers.

An extensive variety of career education materials are now available in each center and the Career Mobile. A central film library has been developed this year. The films were carefully selected. One group of films enables the W.W.T.I. Career Education Staff to present better in-service programs; and the other group gives K-14 students a better understanding of the world of work. To replace obsolescent or worn out filmstrip/cassettes, the staff has purchased a newly developed series including self awareness studies. "A Career For Tomorrow", the Health Service series on loan from American Learning System, has been much utilized by junior high students.

Printed materials such as curriculum guides for teacher utilization, world of work comic books (Popeye Series) and career education texts have been purchased and used extensively.

Utilization of audio visual software and written material has been heavy; for example, the Northwest Center has laoned over 800 filmstrips and 50 films; the Northeast and South Centers report over 350 filmstrips were used and over 200 films; the East and West Centers say filmstrips were in continuous use.

The West Center was established as the resource center for the La Crosse Public School teachers working in career education. Forms were designed for requesting materials, speakers, or field trips and evaluation of materials and resource people used. At the West Area Center assistance was given in the writing of federal projects to obtain career education resource materials to expand the local Institutional Media Centers and suit the individually guided education programs. Dr. Rogers expanded his resource materials by the production of four on-sight video tapes. These included the local newspaper, a candy-making operation, and a barber and beautician. The productions are now being used by local schools to supplement approaches to career awareness. Plans for next year include more such productions geared to the needs as identified during the summer workshop.

Additional cassette/filmstrip viewers, slide projectors, 16 mm film projectors and a portable video camera with which to create relevant interviews and productions within our own industry/trade complexes have been purchased and utilized continuously.

Most schools availed themselves of the opportunity to use our resources, but the list of users is growing gradually but steadily as teachers become aware of its availability and as materials fit into the traditionally structured curriculum of many teachers. The centers now have all materials cataloged and filed. A description of all films, et cetera has now been written and published, and update is constant.

Objective #4: To provide teacher in-service training in cooperation with appropriate campuses of the University of Wisconsin.

1. During the summer two workshops were held, one for K-12 teachers in the Eastern District and one for K-3 teachers in the La Crosse Area. Both were developed through the cooperation of the University of Wisconsin-Stout and Western Wisconsin Technical Institute. Stout gave graduate credit for both courses. The workshop attempted to impregnate the various disciplines with relevancy by introducing the world of work and leisure.

The joint planning with the La Crosse Public Schools for the summer career education workshop was completed in March. Advertising was distributed to the fourteen elementary schools in the La Crosse District. The workshop was held June 16-27. This workshop represents continued program implementation in La Crosse based on developmental planning. Participants are teachers from grade levels four, five, and six with four teachers selected from three junior high schools from grades seven, eight, and nine. These junior high teachers are acting as facilitators for pilot career education programs for the initial secondary school levels. Twenty teachers were enrolled for the workshop.

2. The follow-up to the 1974 La Crosse summer workshop was held in the fall of 1974. Invitations were extended to workshop participants, resource people, administrators, school board members, and the advisory committee. The program was planned to give an overview of career education, to display new materials available in career education, and to show the progress of the project in La Crosse.

   The follow-up of the East Workshop was held May 20, 1975 at the Mauston Center. A slide/tape presentation of career education in Wisconsin developed by Robert Meyer, Department of Public Instruction Consultant on Career Education, was shown. A review of the project, techniques developed by the students were presented and analyzed by Dr. Pat Wagner, University of Wisconsin-Stout, the instructor of the fall class.

3. In September, prior to the start of evening school, a six-hour, call-staff seminar was held at the Institute. The topic was "Articulating Careers and the World of Work and Leisure and the Teaching of Career Education". Approximately 100 district teachers attended. (Appendix E is the letter of invitation and the agenda.

4. In-service programs in school districts and organizations were held as schedules would permit. All were concept presentations and workshop oriented. The revised model (Appendix A) has been developed and is proving itself more pertinent and easier to present. It depicts the total education concept which provides people the opportunity to select a life style in this world of work and leisure. Presentation to schools of more than one hour in duration are listed below. In August, Dr. Rogers gave a half-day presentation to Cochrane-Fountain City and Blair, in September, to Taylor and Desoto. On October 14, a portion of Gale-Ettrick-Trempealeau teachers were given a program by Mr. Ammerman. The Project Director and Dr. Steffen presented a full-day program

to the Royall District on October 22. On August 29, the Holmen District was served by Messrs. Ammerman, Severson and Pendleton. An individual third grade teacher at Holmen was given individualized instruction on curriculum building by Mr. Ammerman. She helped the other third grade teachers in building curriculum. Two, three-hour evening career education workshops were held at both Sparta and Tomah High Schools to stimulate the secondary teachers involved in an examination of their curricula.

Mr. Severson, Coordinating Chairperson for the South Area, Ms. Jane Travis, Associate Chariperson for Health Services, and the Project Director planned and prepared to implement an autotutorial in-service Nursing Assistant pilot program January 14, 1975. The 120-hour course had an enrollment of 12 and was considered successful.

A career education session was held by Dr. Rogers, West Center Coordinating Chairperson, with La Crosse teachers of grades 4, 5, and 6 to present an overview of career education development in La Crosse and elements of the 1975 summer workshop.

The staff in various departments at W.W.T.I. were presented an overview of career education and developments of the local project during the fall and spring in-service sessions. Also, a three-hour presentation was made to 35 staff members at W.W.T.I. on the various aspects of career education and its influence on vocational/technical education. Discussion centered on terms, concepts, curriculum components, and application of career education.

5. The Coordinating Chairpersons and the Project Director wrote an in-service, individualized, career education concept and curriculum building course, Appendix B. It was first used at Bangor, then at Seneca, and lastly at Moraine Park Technical Institute. Being first to use this individualized course of study, the Bangor School District development into a full-fledged career education system is used as an example of a total program which has been delivered by the project staff.

On October 1, 1974 the Coordinating Chairperson of the South Center met with Mr. Ted Kakaliouras, Principal of the Bangor Junior and Senior High School, to discuss methods by which Bangor faculty could be assisted by Western Wisconsin Technical Institute in revising their school curriculum to include career education. The services available for Career Education assistance through the Western Wisconsin Technical Institute project were employed. Subsequent meetings were scheduled.

After an invitation by the principal and the superintendent, Dr. James Manske, the Project Director and Mr. Morris Severson appeared before the Bangor Public School Board of Education on October 15, 1974. Mr. Pendleton discussed the concept of career education and Mr. Severson discussed the career education services available through the Wesstern Wisconsin Technical Institute project. An enthusiastic and lengthly discussion with board members followed the presentations. The board then unanimously passed a motion "to sanction career education in high school curriculum through input and cooperation with Western Wisconsin Technical Institute". (Quoted from the published minutes of the October 16, 1974 meeting of the Bangor School Board. Appendix D, Page 6.) On October 23, 1974 Mr. Pendleton and Mr. Severson conducted a Career Education In-Service program for the Bangor High School faculty. The concept of career education was emphasized and the assistance available through Western Wisconsin Technical Institute were discussed. On October 28, 1974 Mr. Pendleton and Mr. Severson participated in the all-day teacher in-service program at the Bangor schools. The film "Making It In The World of Work" was shown and discussed. The importance of making the educational experience more relevant to the young learner was discussed. A major point of discussion was the difference between vocational education and career education.

In November, two articles about career education and the services available to the people of the district through Western Wisconsin Technical Institute were written by Mr. Pendleton and Mr. Severson. The articles were written primarily for inclusion in the Bangor school news of the weekly newspaper "The Countryman" and were published in other area papers. (Appendix D, Pages 6-8)

Appendix C, the individualized course, has been revised in November and December and was ready for use at Bangor for teachers in grades seven (7) through twelve (12).

On January 9, 1975 the Project Director and Coordinating Chairpersons of the South, East, West and Northeast Centers participated in the Bangor Junior-Senior High School faculty in-service on career education. Appendix D, Page 9 is a memo from the Project Director to the Coordinating Chairperson relative to this in-service. The concept of career education was reviewed, the film "You Pack Your Own Chute" was shown and discussed, the curriculum matrixes were explained and demonstrated, and the resources available through Western Wisconsin Technical Institute were discussed. Several demonstrations were given on the development of unit objectives, the building of an activity, the resources to be used, and the evaluation of effort. Subsequently, on an individual basis, the South Coordinating Chairperson dealt with resources for and analysis of the curriculum which was developed by the different disciplines. Each teacher participated in developing her/his objectives, treatments, resources and evaluation efforts for each basic goal. This presentation was part of the "curriculum" course taught by the University of Wisconsin, La Crosse to Bangor teachers.

6. Many one-to-one in-service sessions were held with individual teachers or instructor groups throughout the district on a "time as available" basis. On September 9-12, 1974, in-service dinner meetings were held for all supervisors of the 28 evening schools in the District. They received updates on career education progress, administration practices and requirements and other pertinent business.

7. Consultations with staff members from the University of Wisconsin-Stout were held throughout the year to help give direction to project staff planning. Assistance in instrument development, materials identification, feasible steps for program development, and workshop planning was part of the total involvement with the University of Wisconsin-Stout.

8. On December 18 and 19, 1974, four of the Coordinating Chairpersons participated in the seminar for supervisors of call-staff teachers sponsored by the University of Wisconsin-Stout at Green Lake, Wisconsin. Approximately 70 persons from all vocational-technical districts in the state were in attendance. Information for planning and implementing local in-service programs for call-staff was disseminated at the seminar. On April 16 and 17, a second seminar was held at Green Lake to analyze goals and the evaluation thereof, to evaluate and construct measuring devices and to evaluate "self" accurately.

9. On May 13, 1975, Mr. Ammerman attended the Milwaukee Technical College Career Education Seminar.

10. Other workshops which developed careers to a greater or lesser extent were held.

Objective #5: To provide meaningful exploratory and developmental career education experiences to junior high students.

1. Although present data analysis still shows the real concentrated effort in career education within our district to be at the elementary and junior high level, some senior high schools are beginning to explore the career education concepts and work occupational knowledge into discipline curriculum. Too often, however, there is merely very traditional approaches geared to a minimal attempt to help the student plan his/her senior high course of study without planning his/her life style or work.

2. Materials available at each of the centers have made it possible to supplement the traditional career education units at the junior high level. Availability of a wider choice of materials in career education has served to break down some of the established approaches to career education and given greater incentive to the teachers involved.

3. Inspired by Ms. Althea Leland, an instructor at Brookwood, who completed the East Center's workshop last summer, Brookwood Junior High School has developed an extensive exploratory program in its disciplines with marked interest on the part of the students.

4. St. Patrick's Catholic School, Mauston, Wisconsin, has established an excellent career education program in its seventh and eighth grades. It utilizes the East Center's equipment and software extensively.

Objective #6: To improve the coordination, planning and supervision of adult continuing education programs in the district.

1. A concerted effort is being made to show, through all media, the connection between our centers, the evening programs, career education, and Western Wisconsin Technical Institute in La Crosse with the communities being served.

2. Community Services personnel are in constant communication with district business and industry seeking their educational needs and finding the best means and methods to meet those needs. A follow-up survey of business and industry was developed (Appendix F) and piloted in the East Area this past year. Results (Appendix F) showed what, where and when the needs. The survey was basically personal contact by Dr. Steffen and Seth Menon of Job Services; they found hesitancy in predicting future educational needs due to the economic situation.

The use of committees are relied upon to assist in the planning for adequate delivery of courses/programs to satisfy the needs and desires of the people of the district.

3. All division chairmen at Western Wisconsin Technical Institute have become involved with our outreach programs. They have built strong curricula in both vocational and technical fields. Many of them are encouraging their instructors to teach out in the district. Others are contacting secondary schools in an endeavor to articulate.

4. Articulation with other educational agencies who are involved with providing continuing education is carried on extensively. The Project Director is a member of the Western Wisconsin Regional Council for improving delivery of education by University and Technical Schools. Duplication of effort is avoided as much as possible. However, it should be emphasized that certain clientele prefer to be served by specific institutions or agencies. Therefore, in some instances, what appears to be duplication of effort actually is not, i.e., a group of lawyers may prefer a university course while a group of plumbers would prefer a similar course from a technical institute.

5. Community Service meetings continue to be held at regular intervals. Plans for the development of courses to meet industry, trade, service and personal needs are made. All sessions are problem solving and job completion reporting.

6. The Coordinating Chairmen developed evening school programs, trained supervisors and set in motion the education (vocationally and avocationally) of fourteen to fifteen thousand persons interested in progressing intellectually. Surveys from the previous years helped delineate the offerings desired and needed in each community. In order to fill classes and/or initiate more classes, registrations were taken by phone as well as in person, and a large enrollment was experienced. The coordinating chairpersons planned (with advisory committee assistance) and advertized all adult evening classes held in the District. The West Area Coordinating Chairperson (assisted by discipline and Student Services personnel) registered attendees at La Crosse as did the supervisors who serve under the other four coordinating chairpersons. These 26 supervisors and the West Center Chairperson supervise all evening school courses.

7. New programs have been developed in specific areas of training needs. Different community agencies assisted in the program development. Additional need assessment surveys for such courses as automotive mechanics, hotel-motel management, et cetera, have been developed were given. (Appendix G)

8. Though the older people in our District have, most of them, completed their life of work, the project staff felt that they should be helped to have a more satisfying life; therefore, many courses and seminars were developed to give them an avocational and/or leisure skill.

9. Approximately 60,000 flyers were mailed or distributed to households in the district; an example is shown as Appendix H.

10. New adult evening classes were continuously developed and given: courses in metrics were given in the Northwest Area at Galesville and in the East Area at Necedah. Mr. Welch, Trade and Industry Division Chairperson, and Mr. Ammerman set up a two-year training program of study for all employees of Arcadia Furniture Corporation; it was begun in February of 1975. Gunderson Chevrolet of Pleasantville would like a similar program.

    Mr. Flanigan, Safety Supervisor, and Mr. Dittmer, Northeast Area Coordinating Chairperson, set up a driver education course for the Winnebago Indian Mission and two drivers education courses at the Black River State Camp for Boys. Mr. Dittmer set up a typing and a music contract program also for the State Camp. Sixty-six students attended. Mr. Earl Chandler and Mr. Dittmer planned a contract, summer training program for Fort McCoy, Sparta this summer. Two hundred seventy reservists are starting to receive training in various skills during the present six-week period. Dr. Steffen has initiated new courses in "Metrics" and "Vocations for the Elderly". At the South Center a 180-hour preservice "Nursing Assistant" course is in progress.

    Two new adult evening classes were offered during the spring term at the West Center. These classes were a direct outgrowth of the local career education project. The two new offerings were "Career Planning for Women" and "Parent's Role in Career Planning". Plans now include video taping of these programs for broadcast over local resource people, cable T.V. representatives, and production staff at W.W.T.I., the programs will be aired starting in the fall of the 1975-1976 school year.

11. In cooperation with the Cooperative Education Service Agency District #11, Dr. Rogers, the West Area Coordinating Chairperson, planned a teacher aide training program for summer school 1975. This program was a success and met a definite training need for public schools in the district. Good employment possibilities for those taking the workshop exist.

He planned, advertised, registered (with Division and Student Services personnel assitance), and supervised all associate degree evening school classes for the three quarters of the 1974-1975 school year.

Dr. Rogers took a survey which determined a need for summer school associate degree evening school classes. On the basis of this survey sixteen classes were offered this summer to meet the educational needs of those involved in full-time program evening classes.

Several associate degree courses were held in the District: Onalaska - Data Processing, 10 students; Viroqua - Psychology of Human Relations, 10 students; Tomah - Persuasive Speech, 10 students, Industrial Psychology, 14 students, Management Principles, 10 students, Shorthand, 10 students, Psychology of Human Relations, 20 students; Sparta - two sessions of Accounting Principles, 9 students both semesters; Hillsboro - Developmental Reading, 9 students; East Career Center - Introduction to Food Management, 15 students, Developmental Reading, 15 students, Psychology of Human Relations, 16 students.

12. Evening school enrollment figures for 1974-1975 are not complete; however, as of June 9, 1975, 13,974 people have registered with approximately 1,000 to come in for courses. The breakdown by areas is:

	Registrants	Percent increase over 1973-1974
Northwest	1,713	.34
Northeast	2,454	4.0
East	1,914	2.0
South	1,725	1.4
West	6,168	22.0
Total	13,974	10.0 increase overall

Second semester evening school enrollments seem to reflect the economic situation. Some of the classes that would normally have filled, did not, while several classes, such as bookkeeping, materialized. During recession periods people tend to switch to courses that have an immediate vocational application as opposed to leisure-time activities.

13. During the year, Dr. Rogers edited six editions of *Nitelife* and published them as the official publication of the West Center evening school program. They became a significant vehicle to inform people about the continuing and career education activities of the Center. The *Evening Express*, an evening school and career education newsletter, was designed and published by Mr. Dittmer twice during the year. It reached more people with career education and the variety of educational opportunities available to people. Appendix I is a sample of each.

14. The Adult Basic Education program has been highly successful through the cooperation of the Learning Center Division Chairperson and the Coordinating Chairpersons. The classes have been large and attendance good. Excluding La Crosse, 171 students attended in the first three months alone. Classes are held on the average of twice a week with attendance ranging from 8 - 20. A few programs are held outside the center where members warrant so doing; for example, 15 registrants at the Trempealeau Hospital. The expansion of the ABE program in the District is best presented by the publicity as demonstrated in Appendix J.

15. Each Career and Continuing Education Resource Center is now equipped to handle G.E.D. testing for their area. Tests are given at each center three times a year (Appendix K); and, generally speaking, they have been well attended. The Coordinating Chairpersons have offered special courses and individualized study sessions for persons who plan to take the tests. These have been fairly well attended. Though, overall, not too many have taken G.E.D. tests, the program has been very rewarding to those who have participated. At the Northwest Center, eight people have passed the General Educational Development test, and seven have passed at the Northeast Center (a number of those taking the test were native Americans). At the East Center nine have passed, at the South Center nine also.

16. For the past two years the high school (five school districts) program for non-high-school-completors has operated successfully as part of the evening school in Independence. Individualized instruction was given in English, Math, Social Studies and Science at the academic level required by the student. During each year there were 12-20 registrations, and a total of seven people have received their diplomas. This consortium program is moving to Whitehall for the next fiscal year. A similar program was held in the Onalaska

School District and La Crosse Logan High School this year. Appendix L is the minutes of the last 1974-1975 meeting of the five-school Ad Hoc Committee and the flier for Logan completion program.

17. Samples of evening school editorial and advertisements are shown in Appendix M.

18. Outreach workers and specialists in certain disciplines are employed by the district to work with area populations -- examples are: outreach workers in adult basic education, veterans assistance, and assistance to handicapped persons; and specialists in safety, fire service and law enforcement.

Objective #7: To provide for citizen planning and evaluation of the centers.

Facilitation of the total program as outlined in the original proposal necessitates as much community involvement as possible. Measures to promote interaction of the various "publics" with the scope and sequential development of the project are:

1. Advisory committees for each center are formed to give input, to help develop channels of communications, and to aid in designing evaluative criteria. Career Education Advisory Committee meetings have been held at each center several times this year. Community support/action has been very slow in developing; however, interest in career education appears to be growing in most parts of the district.

   In La Crosse the activities of the advisory committee have been expanded. Three subcommittees were formed with special responsibilities in the areas of: (1) public relations; (2) visitations/evaluations of activities; and (3) community resources. These subcommittees were and are operational, and their activities have increased the enthusiasm of all committee members and helped to further implement career education in La Crosse. Makeup of the advisory committee was expanded to help implement the various functions of the committee. New members included representatives from the local media, local service organizations, and the two other post-secondary institutions in the community. The East Center Career and Continuing Education Advisory Committee held its spring meeting at W.W.T.I. in LaCrosse to examine the facilities and meet the school administrators. Assemblyman Thompson chaired the meeting and discussed the governor's budget in detail. Appendix N shows two reports of minutes and some of the resulting publicity from one of the meetings.

2. Project director and coordinating chairmen are members of several committees in the district that represent compatible programs. This involvement helps to achieve "feed back" regarding the development of the career education project.

3. Other groups assist in the planning for future career and continuing education programs for the various segments of the population. The Juneau County Adult Center Board, the Camp Douglas Senior Citizen Group, the Lydon Station Parent-Teachers Club, various service clubs, et cetera, have all given input into the planning of courses. Even members of going courses have suggested other courses and instructors for them.

4. An evaluation instrument has been designed to allow those using the various facilities of the centers to respond relative to their impression of the career resources available.

5. In the continuing education programs development each discipline within each division at Western Wisconsin Technical Institute has a citizens' advisory committee. Division chairmen receive direction for the coordinated development of continuing education programs throughout the district and articulation between division chairmen and coordinating chairmen facilitates program expansion and evaluation.

6. A program questionnaire for adult evening programs was distributed to the school supervisors for evening school distribution and completion. We received: (a) clues as to awareness of programs and particularly evening school courses; (b) criticisms as to effectiveness of classes; (c) needs for continuing programs or altering existing classes; and (d) evaluating classes as to meeting individual needs. An analysis was presented earlier.

7. Area Coordinator Steffen and the Project Director participated in the first Vocational Education Fair at Royall High School in Elroy, Wisconsin. (Appendix L)

8. Many meetings by the Project Staff or individual members of the staff with Dr. Orville Nelson and Dr. Harold Halfin and Mrs. Rentha Park, the evaluators from the University of Wisconsin-Stout, were held to work out evaluation, for planning of activities and for advice on development of schedules, instruments, et cetera.

Objective #8: To improve the outreach services of manpower related agencies as a component of career education.

1. Agencies in each center area have been contacted by the coordinating chairman to develop rapport, to articulate with those agencies and to help them articulate better with the people of their district. The agencies contacted and offered assistance by the coordinating chairmen last year have been revisited. The following have responded with interface.

   A. Social Services
   B. County Service Officer
   C. Hospitals
   D. Veteran Service Offices
   E. Welfare Departments
   F. Resource Development Agents
   G. Wisconsin Job Services
   H. Law Enforcement Associations
   I. Vocational Rehabilitation
   J. Industrial Development Associations
   K. Businessmen's Clubs
   L. Lions Clubs
   M. Industrial Development Associations
   N. Extension Offices - University of Wisconsin
   O. Military Service Organizations
   P. Coulee Region Community Action Panel
   Q. Chambers of Commerce - all communities
   R. University of Wisconsin-Stout
   S. Rural Development Councils
   T. Department of the Army - Camp McCoy
   U. Wisconsin Department of Health and Social Services
   V. Coordinator - Indian Education, Winnebago Community
   W. Department of Natural Resources
   X. CESA 6, 11 and 12
   Y. Civil Defense Offices
   Z. County Boards

   In some cases actual programs and services have been a direct outgrowth of these contacts. Lipreading, health practices for senior citizens, and minor home repair for Aid to Dependent Children (ADC) mothers are courses as prime examples.

2. Dr. Steffen and other agencies' personnel have been meeting together to discuss and solve mutual problems. On December 16, 1974, they met. The minutes of the meeting are included as Appendix O.

   On January 21, 1975, the East and South Coordinating Chairmen participated in the second Inter-Agency Committee Meeting at the East Center in Mauston where each agency explained its work and service and offered each other help. Other meetings of this inter-agency group are planned and will be vital to rapport.

3. Contact with local veteran's associations and counselors has been extensive. Veterans continue to be hired by W.W.T.I. to locate and assist other district veterans in meeting their educational needs. Tapes which were cut by the two service people last year have been continually on the air. Phil Malin, handicapped counselor, continues to seek out other handicapped people and urge them to participate in educational programs. Each coordinating chairman spends several days a month with these counselors to help them work and obtain radio time and newspaper interviews.

Objective #9: To provide career and occupational extension training opportunities to the citizens of the district.

1. Career and occupational extension training opportunities continue to be a major emphasis in the community services effort to meet the needs of our district. Continuous contact is maintained with area agencies, businesses, industries, services and other organizations. The needs for additional training, retraining, or upgrading employees has been found and the data collected has been used to establish occupational extension training throughout the district for future and present needs.

2. To improve certain areas of training, specialists have been hired to coordinate safety training, law enforcement training, fire training, and driver education.

3. Articulation with other institutions and agencies assists us in planning and delivering extension education to the area residents. Examples of extension training are:

Courses	Locations
A. Oral Communications	Sparta Center
B. Firemanship	LaFarge, Wheatland, Black River Falls, Northeast Center, South Center, Necedah, and others
C. Water Treatment	LaCrosse
D. "Friendly Host"	LaCrosse
E. Engineering Disciplines	Fort McCoy
F. Production Agriculture	East, Northwest, Northeast, and South Centers plus others
G. Welding	Trane Company - LaCrosse, Gunderson Chevrolet - Pleasantville, Walkers - Elroy, and others
H. Machine Maintenance	Heilman Brewing Company - LaCrosse
I. Health Occupations	Most hospitals
J. General Traffic Safety	Three at Northeast Center
K. Defensive Driving	At the Centers and Fort McCoy
L. Group Dynamics	Northeast Center, LaCrosse

M.	OSHA	Fort McCoy, Gale-Ettrick-Trempeauleau School
N.	Job Training and Safety	Twice at Veterans Hospital
O.	Multimedia First Aid	All Centers, Melrose, Necedah, Tomah, Black River Falls, et cetera
P.	First Aid	All Centers, Cashton, New Lisbon, Whitehall, et cetera
Q.	Emergency Medical Technician	Northeast Center, East Center
R.	Electrical Codes	Veterans Hospital - Tomah, New Lisbon

4. Additional extension classes are always in the planning stages for many district homogeneous groups.

5. Much publicity has been given to these courses and W.W.T.I. has put out fliers as the examples in Appendix P show.

Objective #10: To provide increased career counseling and placement services for youth and adults.

To meet the requirements of this objective four primary factors have been considered:

1. The counseling and placement expertise of the coordinating chairmen in the centers.

2. The use of the wide variety of personnel represented by student services at Western Wisconsin Technical Institute.

3. The orientation of area school guidance counselors to the concepts related to career education.

4. The efforts made to improve articulation with and between the agencies in the district involved in counseling and placement services.

Examples of various efforts to achieve increased career counseling and placement services for youths and adults include:

1. New Lisbon High School has a thoroughly trained peer-counseling corps which we have labeled "Career Corps". This program has been an outstanding success.

   The idea began with a brainstroming session between Hall Kumbier, Career Education Specialist, Lee Loerch, former Career Mobile Technician, and the Project Director. The idea was presented to a group of educators interested in curriculum development at the Dallas convention in January. It received enthusiastic support with all concerned eagerly awaiting pilot outcome. Schools throughout this Western Wisconsin District were carefully analyzed and after much search, the New Lisbon High School was chosen. It was chosen because of the interest in the idea by school administrators, teachers, and students and because it was not involved to any great extent in any similar project. The selection of students to participate in the peer counseling exercise had to be selected with great care; they were not chosen because of their academic standing, their athletic prowess, but for their ability, as demonstrated, to lead other youth of their own age. Eight boys and seven girls from the junior class made up the first Career Corps. The school gave them release time from 8:30 a.m. to 1:00 p.m. each Tuesday until the indoctrination was completed. The instruction team was composed of the Project Director, Mr. Harold Kumbier, Affirmative Action Officer and Career Education Consultant of the Western Wisconsin Technical Institute, Mr. Lee Loerch of the Instructional Media Department of the Western Wisconsin Technical Institute, Dr. Steffen, Mr. Ed Sabey, Career Education Instructor and Mr. Ken Adams, Principal of New Lisbon High School. Career education concepts, resources, methods of presentation, counseling techniques, et cetera, were part of the program. Interviews with resource persons of the area and discussions with school administrators enhanced and enriched the program. On May 8, 1975, the Career Corps group met with Project Director Pendleton, the orientation team and guests at a banquet in Mauston (Appendix Q). Dr. Richard Rogers, West Area Coordinator of the Western Wisconsin Technical Institute, led a discussion with the students and guests following the film presentation, "Future Shock". A final program will be held prior to the commencement of the school year when these people will become peer counselors in the realm of self-awareness, inter-personal relations and the world of work and leisure. As seniors they will counsel other secondary education persons. New Lisbon is presenting these fifteen students with a patch which will identify them as having expertise in counseling concerning careers in the world of work and leisure. In the fall, New Lisbon administration will schedule two of these students free at each period of the day. New Lisbon school board has hired a full-time counselor and a career education specialist to help with the program. A success is forecast.

2. During the next school year (1975-1976), the career mobile unit will be utilized by community services to supplement the career resource centers. School districts have asked for longer periods of visitation. As a result, school districts will have the unit for two weeks every other year in 1975-1976. It will also be used during the summer months at fairs and other places where there are large gatherings.

3. Mr. Dave Elkins visits every secondary school in the

district to counsel students on educational careers. He speaks on vocations frequently; for example, he and Dr. Steffen made a presentation on Career and Continuing Education to the Adult Work Experience Group of Juneau County at Mauston on April 24, 1975.

4. Mr. Phil Malin and Dr. Steffen spoke to the same group relative to the education of the handicapped.

5. Special counseling is done at special times by coordinating chairpersons: Dr. Steffen after 9 p.m. to a needy person.

6. Mr. Phil Malin, counselor for the handicapped and handicapped himself, visits each center at least once a month. The counselor for the veterans also visits each center once a month. He is a veteran.

7. The Wisconsin Job Services is now located at the Northwest Career Center (Appendix R) every Thursday and at the South Center every Tuesday, 8:30 a.m. - 3:30 p.m. Employers in the two areas were notified of the new location for Job Services. The Job Service representative is available to take applications for employment and refer applicants to job listings. He will use the "job bank" system which provides for state-wide application possiblities. The representative solicits and receives job listings from local and area employees. The "job bank" is kept current.

   The representative and Mr. Ammerman made a presentation to grades 9-12 at the Arcadia High School on the services available at the center and at Job Services. (Appendix R, page 5) Arcadia High School has set up its own job services with the help of the coordinating chairperson and the Job Services representative.

8. A list of professionals in various occupational fields has been prepared for all communities. This resource will be used to help students hear about and see work as it exists in the minds and actions of those who do it. A program, first initiated by the National Alliance of Businessmen of LaCrosse, will be initiated in each of the other four regions. A list of the various career-oriented experts in every village, town or city who are willing to give their time to the youth of their community will be gathered. It will be made available to all students. The expert will introduce the student or students to his occupation, possibly to a hands-on situation.

9. Counselors like Bill Campbell, Dave Elkins, Hal Kumbier, Harold Motschenbocher, and Connie Regelein are always available to give special counseling on placement and careers.

Objective #11: To improve articulation between and expand opportunities in high school and post-high school occupational education programs.

1. Articulation between secondary school districts, administrators and coordinating chairmen was begun with the assistance of CESA 11 and personal rapport. A high school completion program is functioning.

2. Many articulation and/or interface meetings to develop "ladder competency" curricula have been held. Some progress has been made through the efforts of Western Wisconsin Technical Institute, Area "C" high school personnel of C.E.S.A. 11 and 12, and high school representatives to build curricula. Wood technics, auto technology, English, and mathematics personnel are trying to develop competency indexes at the present time--not too successfully, yet.

   Meetings have been held at Mauston, New Lisbon, Galesville-Ettrick-Trempealeau, West Salem, Sparta, and Tomah to discuss competency standards for each grade in English and mathematics. There was thorough agreement that too many students are being pushed onward without those skills which are essential to success in the real world. Secondary school instructors now understand the needs of a post-secondary school for people who are in a skill field. Teachers are attempting to give better training to meet these needs. Likewise W.W.T.I. instructors are familiar with the problems faced by the high school teachers. The sharing of career-type information has been of mutual benefit. Teachers from the secondary school are now being used quite frequently as W.W.T.I. part-time instructors.

3. Career preparation courses are offered at Western Wisconsin Technical Institute to supplement high school students' career preparation in areas where the school districts do not have adequate facilities to conduct the courses. Courses included auto maintenance, auto mechanics, welding, small engine repair, data processing, and survey of graphics. To date LaCrosse, Sparta and Onalaska have utilized this service. A course "survey of health occupations" for high school sophomores was developed by the health occupations division and has been given at Viroqua, Sparta, Arcadia, Whitehall, Black River Falls, Tomah, and LaCrosse.

e. Evaluation of the Project

1. In early January Dr. Orville Nelson, Chief Evaluator from the University of Wisconsin-Stout and the Project Director finalized the pre-testing program to be executed at Arcadia, Bangor, LaCrosse, and Royall and at the

control schools of Cashton, Hillsboro, and LaCrosse. Attempts were made to give the tests later in January; however, bad weather and conflicting events slowed data collection. It wasn't until early April that all pre-test data was returned to the Third Party Evaluators.

2. Obviously, post-test for this year will be too near the pre-test to give effective results and only the results at the end of the third year will appropriately give an accurate evaluation. The Third Party Interim Report Number Two is an excellent picture of the evaluation procedure and the progress to its date. (Appendix S)

3. The final interim evaluation report for "The Implementation of a Program and Delivery System for Comprehensive Career Education in a Rural Area" as submitted by the University of Wisconsin-Stout third party evaluation team composed of Orville Nelson, Director, Rentha Park, and other members as needed follows, is the remainder of chapter 6e and was prepared in its entirety by them. The career education staff's evaluation of the project's growth is in agreement with the third party team analysis.

FINAL REPORT

Implementation of a Program and Delivery System for Comprehensive Career Education in a Rural Area

Orville Nelson, Third Party Evaluation Director

Center for Vocational, Technical, and Adult Education
University of Wisconsin - Stout
Menomonie, Wisconsin 54751

June 18, 1975

The research reported herein was performed pursuant to a grant or contract with the Western Wisconsin Technical Institute and reimbursed from an allocation of Federal funds from the U.S. Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official State Board of U.S. Office of Education position or policy.

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Part I

Purpose of the Third Party Evaluation

Introduction

This evaluation report is concerned with the activities and outcomes of the second year of a three year Career Education project being conducted by Western Wisconsin Technical Institute. The Western Wisconsin VTAE District encompasses almost all of the area of six counties and parts of two additional counties located in western Wisconsin. Most of the area is rural with one population center, LaCrosse, located at the western edge. The first year of the project, 1973-74, was concerned with identifying the Career Education needs in VTAE District 2. During the second year of the project, project staff members focused their attention on developing programs and services which would meet these needs. Services were provided for persons in grades K through fourteen in the district. Adults were contacted through adult evening classes, GED classes, and counseling. In addition, dropouts were assisted with job and educational placement through the Career and Continuing Education Centers.

Purpose

The purpose of the Third Party Evaluation was to determine the degree to which the project had met the major project goals defined for the 1974-75 project year. In addition, an assessment of a sample of project activities was made to determine the effectiveness of selected activities undertaken to attain the project's goals. (The evaluation was designed to evaluate the goals stated in the project's "Work Statement" which is included in Appendix A.)

Objectives for the Third Party Evaluation

The Third Party Evaluation was designed to measure the degree to which the project's objectives were attained. Also, some process data were collected in order to ascertain those activities which were effective in attaining project goals.

The project's objectives were restated and refined by the project staff during September and October of 1974. The final selection of

1974-75 project objectives was significantly influenced by the new Career Education Guidelines which were disseminated at the U.S. Office of Education Regional meeting in Chicago, which was held in September, 1974. As a result of this redirection, the project significantly reduced the scope of its services. This was accomplished by reducing the number of schools actively serviced by the project and the range of services provided.

The objectives of the Third Party Evaluation were to:

1. Determine the extent to which students who had participated in the project demonstrated an increase in self-awareness in grades 3, 6, and 9.

2. Identify the extent to which students who had participated in the project demonstrated an increased awareness of and knowledge about work at grade levels in grades 3, 6, 9, and 12.

3. Identify the extent to which students who had participated in the project demonstrated an increased competency in career decision-making skills at grade levels 9 and 12.

4. Ascertain the extent to which students who participated in the project and who left the project schools were placed in a paid occupation, in further education, or in unpaid work that was consistent with their then current career choice, at all grade levels by school year.

5. Identify the extent to which the number and type of job preparation opportunities (including work experience and cooperative education opportunities) have been expanded for young people in grades 10 through 14.

6. Identify the financial resources from Section 142 (c) of part D of P.L. 90-576, that were expended at each of the grade level breakouts, K through 3, 4 through 6, 7 through 9, 10 through 12, and 13 through 14 for the current school year.

In addition to the objectives listed above, the career education project staff also requested that the Third Party Evaluators provide information related to the following objectives.

7. Assess the degree to which the project has established a learning system which is able to present career and continuing education clearly, concisely, completely, and affirmatively.

8. To determine if district residents are aware of the constant and continuing technological, societal, and demographic changes which affect people's educational needs and desires.

9. To determine if the services and resources in the Career and Continuing Education Resource Centers were expanded.

10. To ascertain if comprehensive Career Education is readily excessible to all residents of the district through utilization of the Career-Mobile and Career Centers.

11. To determine if full-time and part-time educators are aware of and understand career education and the resources in the Western Wisconsin Technical Institute.

Evaluation Model

Evaluation involves the collection of data and the making of judgments in relation to a set of program objectives and activities. In a project, the objectives are jointly agreed upon by the grantor and grantee. The program of activities entails actions taken by the project staff to accomplish the project objectives.

The objectives of the WWTI Career Education Project and the staff activities were based on the Career Education Model presented in Figure 1. This model conceptualizes and integrates career education activities from birth until death.

Career development is depicted as starting with the formation of attitudes related to self, others, and careers. Career development progresses from this era through awareness, orientation to the selection of a career, and career preparation. The reality of the changing world of work is depicted by the two-headed arrows at the post-secondary levels which indicate the need for continuous education and re-education.

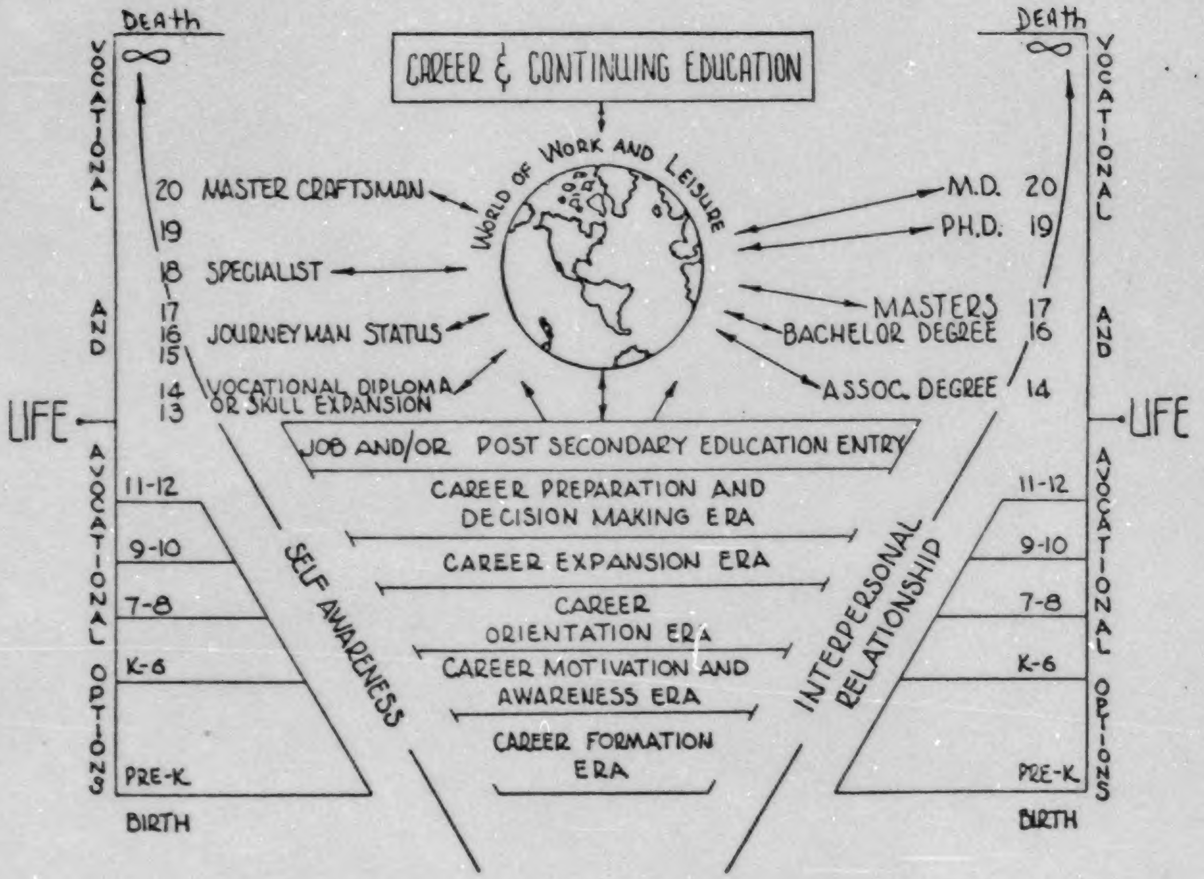
The importance of leisure time activities in career education is also depicted. In other words, it is not possible to partition man into two separate persons--vocational and avocational.

The project's Career Education Model was utilized in designing the evaluation system for the Third Party Evaluation. The Model was also useful in the design of the data collection instruments employed with various populations in the Third Party Evaluation. For example, the instrument used to collect information from adults in the Continuing Education classes was designed to collect data on their interest in preparing for a new job, improving competencies on their present job, and improving leisure time skills.

The Evaluation Model for the Third Party Evaluation is given in Figure 2.

Figure 1.

WWTI Area Education Model


CAREER & CONTINUING EDUCATION
WORLD OF WORK AND LEISURE
DEATH
∞
VOCATIONAL AND AVOCATIONAL OPTIONS
LIFE
BIRTH
20 MASTER CRAFTSMAN
19
18 SPECIALIST
17
16 JOURNEYMAN STATUS
15
14 VOCATIONAL DIPLOMA OR SKILL EXPANSION
13
M.D. 20
PH.D. 19
MASTERS 17
BACHELOR DEGREE 16
ASSOC. DEGREE 14
JOB AND/OR POST SECONDARY EDUCATION ENTRY
11-12
9-10
7-8
K-6
PRE-K
CAREER PREPARATION AND DECISION MAKING ERA
CAREER EXPANSION ERA
CAREER ORIENTATION ERA
CAREER MOTIVATION AND AWARENESS ERA
CAREER FORMATION ERA
SELF AWARENESS
INTERPERSONAL RELATIONSHID

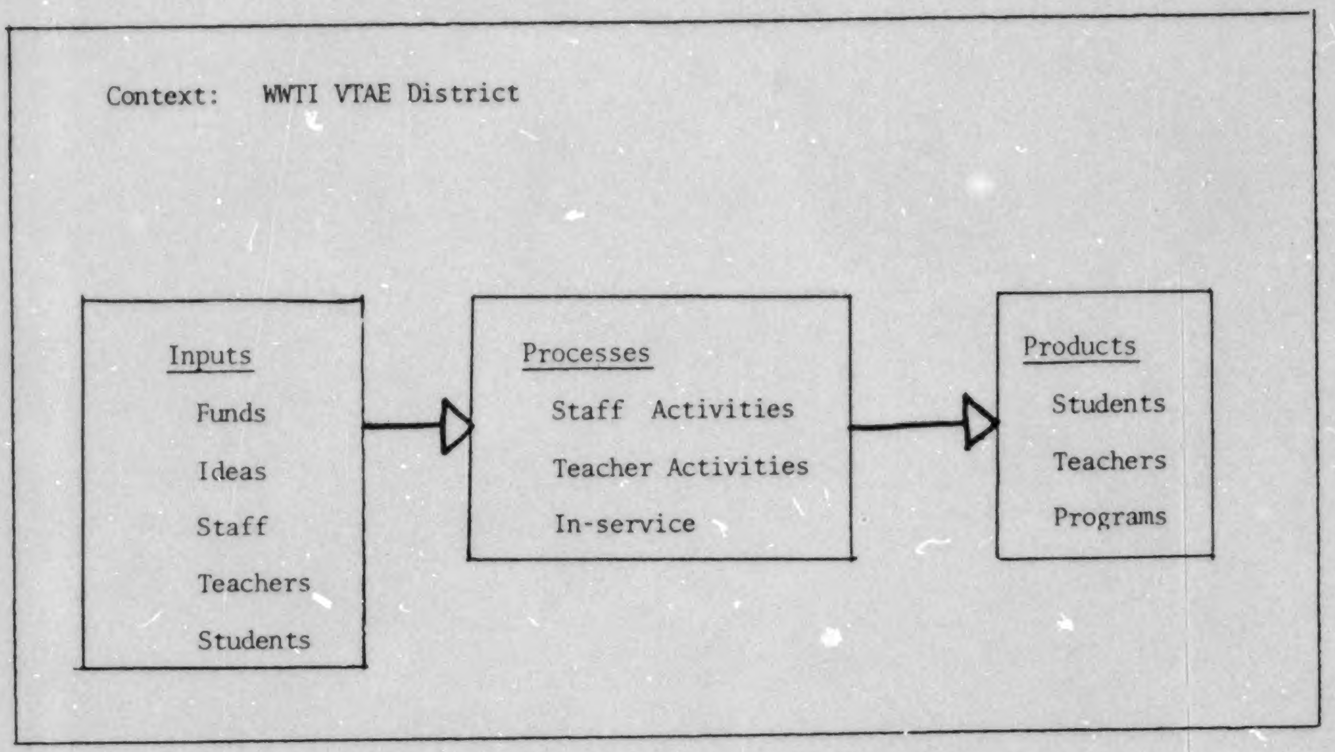

Context: WWTI VTAE District
Inputs
Funds
Ideas
Staff
Teachers
Students
Processes
Staff Activities
Teacher Activities
In-service
Products
Students
Teachers
Programs

Figure 2. Third Party Evaluation Model

The CIPP Model developed by Stufflebean was utilized in the evaluation. This model identifies four major domains in which to collect data--Context, Inputs, Processes and Products. Context refers to the characteristics of the environment in which the project functions. Resources and ingredients utilized are labeled Inputs. Those activities and interactions undertaken to reach the project's objectives are identified as Processes. The end results or outcomes are encompassed in the Products domain.

The end products of the project of primary concern were the students' self-awareness, knowledge of the world of work, and career decision-making skills as defined in the objectives for the project. Additional products of concern were teacher skills, perceptions, and opinions which were developed through in-service sessions conducted by the project staff. Also, a variety of special programs were initiated by the project staff to support and encourage career education in the district.

In order to produce these products, the project staff undertook a number of activities which were directed at utilizing and modifying the inputs available to them and processing them into a form which was consistent with the final project objectives (output). For example, the staff was involved in a number of in-service activities for the part-time teachers who taught adult evening classes, secondary and elementary school teachers, and school counselors. In addition, the staff communicated with a number of individuals and small groups to answer questions related to career education. Time was also spent on reviewing films, slide/tape series, and other AV media for inclusion in the resource materials available to the participating schools.

Inputs in the project included funds from Part D of the Vocational Education Act, the needs identified during the first year of the project, and the staff and students in the schools in the WWTI district. Other important inputs were the ideas and capabilities of the project staff. It was their task to take the needs identified during the prior year of the project, establish goals for the present project year, and translate the project funds into activities which would move the participants from the need status to the level of understanding and awareness defined in the project objectives.

The inputs were processed into the end products within the context of the WWTI VTAE District. As noted previously, WWTI is a rural district with one major population center. A variety of rural and urban needs and problems are present in the district. Unemployment ranged near 10% during the project year and the agricultural community was hit by an early frost during the fall of 1974 which significantly reduced its crops.

Based on the Evaluation Model, instruments were selected to measure the end products. After these instruments had been selected, the third party evaluation staff designed several instruments to collect processes and inputs data. These forms were designed to correlate with the data collected in the products measures. This was done to assure that conclusions could be drawn in relation to those activities which were effective in producing the desired end products.

Part II

Evaluation Design

Population

The Western Wisconsin VTAE District (WWTI) includes more than 4,700 square miles of rolling farmland, towns, cities, lakes and rivers in western Wisconsin. LaCrosse is the largest city in the district, having a population of more than 50,000 people. The next largest towns have between 5,000 and 10,000 persons. And, only two or three towns have this large a population. Thus, for the most part, the WWTI district is rural in nature.

The LaCrosse public school system has an enrollment of approximately 9,000 students in grades K through 12. The next largest school in the district has an enrollment of approximately 3,000 students. Another district has an enrollment of between 2,000 and 3,000 students. The remaining districts have enrollments of less than 2,000 students in grades K through 12. It is apparent from these data that most of the school districts in the western Wisconsin VTAE district are relatively small to moderately sized systems.

In September, 1974 the WWTI project staff received the new guidelines for Part D projects which made it necessary for them to revise the Project's objectives and narrow the scope of their activities. As a result, during this project year fewer school systems received extensive services from the project staff. In addition, the grade levels identified in the guidelines, 3, 6, 9 and 12, received the direct attention of the project staff. Since teachers in the school systems cooperating with the project taught more than one grade level, especially at the Junior and Senior high school levels, the assistance of the project staff also had impacts at other grade levels. For the purposes of this evaluation, however, the Third Party Evaluators collected data only from grades 3, 6, 9 and 12 in the public schools. (The size of the budget for the Third Party Evaluation made it necessary to restrict the collection activities to these grade levels.)

The objectives of the WWTI Career Education Project also included years 13 and 14 at Western Wisconsin Technical Institute (WWTI) and adults enrolled in Adult and Continuing Education classes. Therefore, these groups were included in the Third Party Evaluation design.

Design of the Evaluation

In order to obtain an assessment of the impacts of the project's activities, experimental and control schools were identified for the evaluation. Experimental schools were identified with the assistance of the project staff. For the most part, the experimental schools were selected on a judgmental basis. In the initial discussion related to the identification of experimental and control schools, project staff members identified experimental schools which would be typical of the schools in the WWTI district and would also be open to the implementation of Career Education programs. Since the project had been underway for one year prior to this time, project staff members had assisted a number of teachers, counselors and administrators in initiating in-service programs and career education activities in several of the school systems in the district. As a result, activities initiated during the 1974-75 project year did not start at a baseline of zero.

After the potential experimental schools had been identified, project staff members contacted the administrators in the school systems to determine their interest in participating as an experimental school. After these schools had been identified and had agreed to cooperate with the project, the project staff and the Third Party evaluators met to discuss possible control schools. Control schools which had similar student characteristics and resources were identified for the evaluation.

Table 1 lists the experimental and control schools and the grade levels in each school involved in the evaluation. The Elroy, Kindall, Wilton and Royal school system is located in a rural area. These schools agreed to participate as experimental schools. The rural control schools were Cashton, Norwalk, Ontario, and Brookwood. The Bangor school system agreed to participate as a modified control school. In the Bangor system the teachers worked during the year in developing objectives related to career education for their courses. However, they did not directly implement learning activities related to these objectives. Near the end of the school year the Hillsboro school system requested to become an experimental school for the 1975-76 school year. Therefore, the 8th and 11th grades participated in the post evaluation in order to establish base line data for the next school year.

Grades 9 through 12 in the Arcadia system received assistance with placement activities. This was the target school for this objective in the project proposal. Students in the other schools in the evaluation served as control students for the Arcadia experimental study.

Since only one vocational-technical school was present in the district and the sophistication of the instrumentation for the data collection had not been proven, a post-test only with no control group design was used for grade levels 13 and 14. It is anticipated that if the instrumentation proves to be valid and reliable, that during the third year of the project one or two similar VTAE districts will be identified to serve as control schools. Also, the data collected this year will provide a baseline for the 1975-76 evaluation.

The adults involved in the evaluation were those enrolled in adult evening courses throughout the more than 24 sites at which adult courses are offered in the WWTI District. Since baseline data were available from the prior year of the evaluation a post-test only design was used with the adults.

Because the control and experimental schools were not selected at random and it was not possible to establish randomly selected classes within schools, a pre-test post-test design was selected for most of the school systems participating in the evaluation. This design was selected to provide statistical control over the differences which existed at the beginning of the experiment. It was not feasible to pre-test in the LaCrosse schools since each of the LaCrosse schools involved as experimental sites in the evaluation had already started career education units by the time the Third Party Evaluation proposal had been approved. Therefore, a post-test only design was used in the city of LaCrosse.

TABLE 1

Schools, Grade Levels, and Data Collection
Schedule for 1974-75 Third Party Evaluation

Grade/Yr.	School	Expt (E) Control (C)	Evaluation Schedule Pre	Post
3	Elroy	E	2/75	5/75
3	Kindall	E	2/75	5/75
3	Wilton	E	2/75	5/75
3	Franklin (LAX)	E	----	5/75
4	Hintgen (LAX)	E	----	5/75
2	Roosevelt (LAX)	E	----	5/75
3	Cashton	C	2/75	5/75
3	Norwalk	C	2/75	5/75
2	Pleasant Valley	C	----	5/75
2-3	Smith Valley (LAX)	C	----	5/75
3-4	Hamilton (LAX)	C	----	5/75
6	Elroy	E	2/75	5/75
6	Kindall	E	2/75	5/75
6	Wilton	E	2/75	5/75
4-5-6	Hintgen (LAX)	E	----	5/75
6	Cashton	C	2/75	5/75
6	Ontario	C	2/75	5/75
9	Royall	E	2/75	5/75
9	Longfellow (LAX)	E	----	5/75
9	Logan (LAX)	E	----	5/75
9	Lincoln (LAX)	E	----	5/75
9	Cashton	C	2/75	5/75
9	Bangor	C#	2/75	5/75
9	Brookwood	C	2/75	5/75
8 & 11	Hillsboro	C*	----	5/75
12	Royall	E	2/75	5/75
12	Cashton	C	2/75	5/75
12	Bangor	C#	2/75	5/75
12	Brookwood	C	2/75	5/75
9 - 12	Arcadia	E@	----	5/75
13 - 14	WWTI	E	----	5/75

KEY:

* Will participate as an experimental school next year.

# Teachers have started developing career education objectives.

@ For placement objectives only

The design of the data collection was constructed to provide a base line of information for the 1975-76 year as well as data for the present evaluation. It is anticipated that a time-series design will be used by the Third Party Evaluation Team during the 1975-76 school year.

Samples

The previous section on the design of the evaluation has identified the samples and discussed rather thoroughly the basis for their selection. Basically, a judgmental sample was selected on the basis of their appropriateness for the project and their willingness to participate.

Although theoretically this is a weaker design than the randomly selected schools or students approach, the use of a pre-test/post-test design provided the basis to statistically control differences which existed between the school systems involved in the evaluation. Also, as denoted in Table 2, the control schools and experimental schools are very similar in student population. Also, contrasts between schools were made based on their size and location. In other words, rural experimental schools are contrasted with rural control schools. Within the city of LaCrosse experimental and control schools were also identified.

Evaluation Schedule

Table 1 lists the pre and post-test dates for each of the school systems. The pre-tests were given early in February, 1975. The pre-testing was completed during the first two weeks of the second semester. This time period was selected because it was not possible to make arrangements to conduct the tests earlier in the school year. The Third Party Evaluation proposal was held in abeyance until the project staff could rewrite the proposal to conform with the new guidelines issued in September, 1974. After the revised proposal had been accepted by the U. S. Office of Education, the Third Party Evaluation proposal had to be developed, submitted, and approved. By the time all of these transactions had taken place it was the middle of December, 1974. Tests and tests materials were available for use in January, however, it did not appear to be appropriate to intervene in the educational process toward the end of the first semester. Therefore, the decision was made to pre-test in February. Obviously, the Career Education treatments would have to have been fairly strong in order to show a difference during the period of time between the pre and post-tests.

If there are few differences between pre and post-tests, caution will have to be taken in interpreting the impacts of the project staff. As noted previously, the time period between testing was short. Also, the tests available and approved by the U.S. Office of Education may not be sensitive to the skills and competencies identified in the project's objectives. It was felt, however, that the data collected would be of value in describing the students involved in the experimental and control schools. It would also provide at least a partial base line of data for the 1975-76 evaluation.

TABLE 2

Student Enrollments In Grades K - 12 in the Elementary/Secondary Schools Participating in the Evaluation

SCHOOL SYSTEM	NUMBER OF STUDENTS IN GRADES K - 12
Arcadia	979
Bangor	705
Brookwood- Norwalk - Ontario	576
Cashton	697
Elroy - Kindall - Royall - Wilton	1396
Hillsboro	769
LaCrosse	8759

1973-74 School Year (DPI Statistics)

Instrumentation

A variety of instruments were used in the evaluation. Each of these will be reviewed briefly to give an indication of the constructs measured by each instrument. This section will be subdivided by the type of data collected by each instrument and the grade level(s) in which it was used.

Products Data - Grade 3. This test was developed by staff from the Center for Research and Educational Improvement with a graduate research assistant (Rentha Park), a programmer (Robert Morss), and an artist, (Norman Rockwell,II). The test, found in Appendix B, was selected as one of the instruments being used in the Third Party Career Education evaluation at LaCrosse.

This inventory is a picture-test of self-awareness. It is a 30-point test divided into three parts:

1. 1 - 10 are questions about people.
2. 11 - 20 are questions related to data.
3. 21 - 30 are questions related to things.

One half of the questions ask "How well the students perceive their ability to accomplish the activity depicted in the pictures related to people, data, and things." The remaining questions covering the domains of people, data and things ascertain how much interest the student has in each activity.

There is also a sub-score available through this test that expresses sex bias as it is measured by traditional sex roles.

In order to administer the test with greatest efficiency and so that the test was measuring how well the students perceived themselves rather than their reading skills, each of the questions was presented on a cassette tape, read to the students, and repeated before the students responded to the questions. This provided a standardized audio and visual presentation of each questions. Also, the pictures were created to be positive in attitude, simple line drawings, showing the main figure as neither male nor female, and performing easily identifiable activities.

Products Data - Grade 6. The Career Maturity Inventory developed by John O. Crites and published by CTB/McGraw-Hill was selected for use at the sixth grade level. The development of this test was based on a sound theory of career development. In addition, it had been field tested and had established reliabilities for sixth grade students. The reading level was such that it could be used at this grade level. Administrators of the test were instructed to read the test for those students who had problems reading any of the items.

The first two sections of the competence test in the Career Maturity Inventory were utilized in this evaluation. The first section is concerned with the student's knowledge of self. This is accomplished through a self-appraisal process. The second section of the instrument assesses the individual's knowledge about jobs and occupational information.

Since this is a commercially published test, a copy of the instrument is not included in the Appendix. Persons who wish to review the instrument should contact CTB/McGraw-Hill or obtain a review copy from a testing center at a college or university.

Products Data - Grades 9 through 14. After reviewing the instruments suggested in the guidelines for Third Party Evaluators and other available instruments it was decided that the Career Development Inventory developed by Donald Super and his associates was the most valid instrument. The Career Development Inventory was still in the developmental stage, however, the authors did have data available from several norm groups.

The Career Development Instrument measures the student's career planning, occupational knowledge, and career decision-making.

This instrument proved to be effective at the ninth through twelfth grade levels. However, a number of examples listing secondary choices and decisions made the instrument inadequate for the post-secondary level.

Products Data - Adults. Since the objectives for the adults in the project were quite different from those for other levels, it was necessary to utilize a different instrument. The Third Party Guidelines did not identify tests for adults, nor were appropriate published tests available. Therefore it was decided that the instrument which had been used during the first year of the project would be employed again. The adult instrument which was used represented a combination of a course evaluation form utilized by the project staff and an adult education survey form which had been designed by the Third Party evaluators.

The adult questionnaire asked the respondents to evaluate the course in which they were enrolled, to identify the sources of information from which they learned about the course, and for suggestions on additional courses which might be offered. In addition, the respondents were asked to give background data on area in which they lived, marital status, number of children, and the years in school in which their children were enrolled. Also, the adults completing the questionnaire were asked to list the purposes they saw for secondary and adult education. Finally, they were asked to indicate their level of knowledge of the activities of the WNTI Career Education project and to give their opinions related to various needs associated with career education. A copy of this instrument is included in Appendix C.

This instrument had been used effectively during the first year of the evaluation. In addition, it had a high content validity in relation to the Career Education Model developed by the project staff and the project's objectives for the year.

Products Data - Arcadia Placement Activities. The Northwest Career and Continuing Education Center was designated as the center which would focus upon placement activities. These activities were to encompass students in grades nine through twelve at Arcadia High School, dropouts in grades nine through twelve and adults. A form was developed by the Third Party evaluators to collect data on a variety of placement activities which had been identified in the original project proposal. (A copy of this instrument is included in Appendix D.) The activity form asked for a summary of placement activities such as group and individual counseling, activities jointly conducted with the Wisconsin Job Center, and placement in part-time or full-time work or advanced educational programs. These activities were to be recorded for grades nine through twelve, dropouts, and adults.

Inputs/Processes - Teacher Survey Form. During the last three to five years Career Education has been a topic of discussion for many teachers and school administrators. A number of workshops, meetings, and publications have involved many teachers. Therefore, it was not possible to assume that the experimental schools would be initiating and carrying out career education activities while the control schools were doing little or nothing in the area. In order to assess the extent career education activities had been initiated by teachers in the experimental and control schools, a teacher survey form was designed. (See Appendix E for a copy of this instrument.)

This form asked the teachers to identify the services and materials they had received from the project staff. They were also asked to evaluate the importance of this assistance. In addition, they were asked to indicate their use of various career education activities and to contrast the present level of use with that which existed in the 1972-73 school year.

Inputs/Processes - Administrator/Counselor Survey Form. In discussing the teacher survey form with the WWTI project staff a need was identified for a form which the administrators and counselors in experimental schools would complete. In many instances the project staff members did not work directly with teachers. Instead, their assistance and services were given to administrators and counselors who then disseminated these to their teachers.

The administrator/counselor survey form asked the respondents to indicate the type of assistance received from the project staff members and also to identify the types of assistance which would be needed during the next school year. At the end of the survey form the respondents were asked to evaluate the extent to which the assistance provided helped their school system to implement career education concepts and programs. At the end of the survey form, two open-ended questions were listed which asked the respondents to indicate what problems they had encountered in obtaining assistance from the project staff members and to make any additional comments which they desired. (A copy of this instrument is included in Appendix F.)

Inputs/Processes - Interview Form. Two members from the Third Party Evaluation Team devoted two days to interviewing teachers, administrators and counselors in selected schools involved in the WWTI project. One day was spent in LaCrosse and the second day was used in the Mauston area visiting rural schools.

An interview form was developed to provide consistency in the interviews and to provide a mechanism for recording results. This form included questions on how the interviewees had included career education content in their classes, the impacts that career education have had on their students, and the degree to which the WWTI project had helped them. (A copy of this instrument is included in Appendix G.)

Input/Processes - Other Instruments. Some additional instruments were developed for specific applications in the project. These will be discussed as the data from them are presented.

Summary of the Evaluation Plan

Table 3 presents an overview of the objectives evaluated, the groups involved in the evaluation, the instruments used, and the contrasts to be made. It is felt that, given the constraints under which the Third Party Evaluation project operated, the evaluation had validity, the data collected were sufficiently reliable, and that there was adequate scope.

Table 3

Summary of Evaluation Design

Student Outcome	Related Evaluation Questions	Design	Data Sources	Instrumentation	Sampling	Data Analysis
I. Self Awareness Grade 3	Outcome: To what extent are students aware of their interests and abilities?	pre- and post-test Post-test only in La Crosse	Expt: Students at EHW in Grade 3 (3 expt. schools) Control: Two similar schools to be selected Expt: Students in Summit, Roosevelt and State Road Elementary schools in La Crosse - Grade 3 Control: Grade 3 in 3 similar schools.	The third party evaluators will use an instrument presently being developed by (VTAE). (Not being developed as a part of the budget for this project.)	Expt: All Grade 3 at EHW. Control: Two similar schools Expt: Summit, Roosevelt, and State Road Elem. Schools in La Crosse Control: 3 similar schools - Grade 3	Descriptive: Mean and standard deviation. Inferential: Analysis of variance or analysis of covariance if expt. and control groups are not equivalent.
Grade 6	Outcome: To what extent are students aware of their interests and abilities?	pre- and post-test Post-test only in La Crosse	Expt: EHW Grade 6 (3 expt. schools) Control: 2 similar schools to be selected# Expt: Grades 4, 5 & 6 at Hintgen Elementary School in La Crosse (Multi-Unit School) Control: Grades 4, 5 & 6 in a similar school#	Career Maturity Inventory (Crites) Self-Appraisal and Occupational Information Sections	Expt: EHW all Grade 6 Control: 2 similar schools. Expt: Hintgen Elementary School 50% sample of grades 4, 5 & 6 Control: Similar Elementary school.	Descriptive: Mean and standard deviation. Inferential: Analysis of variance or analysis of covariance if expt. and control groups are not equivalent.
Grade 9	To what degree are students aware of occupations and occupational information?	pre- and post test Post-test only in La Crosse	Expt: 9th Grade students at EHW and Bangor. Control: 2 similar schools to be selected. Expt: 9th Grade students at La Crosse Longfellow. Control: 9th Grade students from 2 similar schools#	Career Development Inventory (Super and Forrest)	Expt: All EHW and Bangor English, Math, Science, Social Studies, Bus. Ed., Ind. Arts, Ag., Home Ec., Music/Art Control: 2 similar schools. Expt: All 9th Grade students at Longfellow. Control: 50% sample of 9th Grade students at 2 similar schools.	Descriptive: Mean and standard deviation. Inferential: Analysis of variance or analysis of covariance if expt. and control groups are not equivalent.

Table II - A

Student Outcome	Related Evaluation Questions	Design	Data Sources	Instrumentation	Sampling	Data Analysis
I.	Treatment: To what extent have treatments been carried out?	Collect data at end of second semester	Teachers in experimental and control schools	Checklist developed by third party evaluation team	All teachers in Expt. and Control Groups.	Descriptive: Frequency of use of various activities Inferential: Chi Square
	Relational What is the relationship between the extent of treatments and outcomes?					Correlation between levels of treatment and outcomes (Point biserial r)

To be selected in conference with project staff.

@ No satisfactory commercial test was found.

Table II-A

Student Outcome	Related Evaluation Questions	Design	Data Sources	Instrumentation	Sampling	Data Analysis
IV. Awareness of and knowledge about work.	To what degree are students familiar with common occupations in the community	pre- and post-test	Expt: Students at EKW in Grade 3 (3 expt. schools) Control: Two similar schools to be selected*.	The third party evaluators will use an instrument presently being developed by CVTAE. (Not being developed as a part of the budget for this project.)	Expt: All Grade 3 at EKW. Control: Two similar schools	Descriptive: Mean and standard deviation. Inferential: Analysis of variance or analysis of covariance if expt. and control groups are not equivalent.
Grade 3		post-test	Expt: Students in Summit, Roosevelt and State Road Elementary schools in La Crosse - Grade 3 Control: Grade 3 in 3 similar schools.		Expt: Summit, Roosevelt, and State Road Elem. Schools in La Crosse Control: 3 similar Schools - Grade 3.	
Grade 6	How much information do students have related to occupations in the world of work?	pre- and post-test	Expt: EKW Grade 6 (3 expt. schools) Control: 2 similar schools to be selected*	Career Maturity Inventory (Crites) Self-Appraisal and Occupational Information Sections	Expt: EKW all Grade 6 Control: 2 similar schools.	Descriptive: Mean and standard deviation. Inferential: Analysis of variance or analysis of covariance if expt. and control groups are not equivalent.
		post-test	Expt: Grades 4, 5 & 6 at Hintgen Elementary School in La Crosse (Multi-Unit School) Control: Grades 4, 5 & 6 in a similar school*		Expt: Hintgen Elementary School 50% sample of grades 4, 5 & 6 Control: Similar Elementary School.	

Table II-A

Student Outcome	Related Evaluation Questions	Design	Data Sources	Instrumentation	Sampling	Data Analysis
IV. Continued Grade 9	Are students using a planned approach to selecting an occupation? What information do students have on occupations and how do they use it?	pre- and post-test Post-test	Expt: 9th Grade students at EKW and Bangor. Control: 2 similar schools to be selected. Expt: 9th Grade students at La Crosse Longfellow. Control: 9th Grade students from 2 similar schools#	Career Development Inventory (Super and Forrest)	Expt: All EKW and Bangor English, Math, Science, Social Studies, Bus. Ed., Ind. Arts, Ag., Home Ec., Music/Art Control: 2 similar schools. Expt: All 9th Grade students at Longfellow. Control: 50% sample of 9th Grade students at 2 similar schools.	Descriptive: Mean and standard deviation. Inferential: Analysis of variance or analysis of covariance if expt. and control groups are not equivalent.
Grade 12	Are students using a planned approach to selecting an occupation? What information do students have on occupations and how do they use it?	pre- and post-test	Expt: 12th Grade students in Royal and Bangor Control: Students in grade 12 in 2 similar schools.#	Career Development Survey	Expt: All Students in grade 12 in Bangor and Royal Control: All Students in grade 12 in the selected schools.	Descriptive: Mean and standard deviation. Inferential: Analysis of variance or analysis of covariance if expt. and control groups are not equivalent.

Table II - A

Student Outcome	Related Evaluation Questions	Design	Data Sources	Instrumentation	Sampling	Data Analysis
IV.	Treatment: To what extent have treatments been carried out?	Collect data at end of second semester	Teachers in experimental and control schools	Checklist developed by third party evaluation team	All teachers in Expt. and Control Groups.	Descriptive: Frequency of use of various activities Inferential: Chi Square
	Relational What is the relationship between the extent of treatments and outcomes?					Correlation between levels of treatment and outcomes (Point Biserial r)

Table II-A

Student Outcome	Related Evaluation Questions	Design	Data Sources	Instrumentation	Sampling	Data Analysis
V. Competency in Career Decision-Making Skills. Grade 12	What information and resources have students used in planning their careers? To what degree are students able to use information about themselves and occupations in making vocational decisions?	pre- and post-test	Expt: Students in Grade 12 in Royal and Bangor Control: Students in grade 12 in 2 similar schools*	Career Development Inventory (Super and Forrest)	Expt: All students in Grade 12 in Bangor and Royal. Control: All students in Grade 12 in the selected schools.	Descriptive: Mean and standard deviation. Inferential: Analysis of variance or analysis of covariance if expt. and control groups are not equivalent.
13 & 14 Diploma	What information and resources have students used in planning their careers? To what degree are students able to use information about themselves and occupations in making vocational decisions?	pre- and post-test	Students in Diploma programs at Western Wisconsin Technical Institute	Career Development Inventory	20% sample of all diploma students (N = 200 in the sample.	Descriptive: Mean and standard deviation. Inferential: Norms will provide baseline. One sample t-test will be used to determine differences between norm group and WWTI sample. A t-test of differences will be run on gain scores.

Table II-A

Student Outcome	Related Evaluation Questions	Design	Data Sources	Instrumentation	Sampling	Data Analysis
Associate Degree	What information and resources have students used in planning their careers? To what degree are students able to use information about themselves and occupations in making vocational decisions?	pre- and post-test	Students in Associate Degree programs at Western Wisconsin Technical Institute.	Career Development Inventory	20% sample of all associate degree students (N = 200 in the sample)	Descriptive: Mean and standard deviation. Inferential: Norms will provide baseline. One sample t-test will be used to determine differences between norm group and WWTI sample. A t-test of differences will be run on gain scores.

Table II - A

Student Outcome	Related Evaluation Questions	Design	Data Sources	Instrumentation	Sampling	Data Analysis
V.	Treatment: To what extent have treatments been carried out?	Collect data at end of second semester	Teachers in experimental and control schools	Checklist developed by third party evaluation team	All teachers in Expt. and Control Groups.	Descriptive: Frequency of use of various activities Inferential: Chi Square
	Relational What is the relationship between the extent of treatments and outcomes?					Correlation between levels of treatment and outcomes (Point biserial r)

Table II-A

Student Outcome	Related Evaluation Questions	Design	Data Sources	Instrumentation	Sampling	Data Analysis
VIII. Placement	Outcome: How many students are placed in jobs or educational programs upon leaving secondary and post-secondary schools? How many students are aware of placement services and job openings?	Project staff and counselors at expt. school record placement activities.	Arcadia 9 - 12 Students leaving school or out of school. (Out of school includes those in high school completion courses.)	Placement record form developed by Third Party Evaluation Team Student survey.	Expt: 9, 10, 11, 12 grade students, and dropouts in Arcadia High School Control: Two similar schools to be selected. MWTI at post-secondary level.	Descriptive: Frequency of placement by grade level. Inferential: Chi Square
	Treatments: What placement activities are undertaken?		Project staff and counselors complete placement activity record form.	Placement activity record form developed by Third Party Evaluation Team.	Expt. and Control: Project staff and counselors complete forms.	Descriptive: Frequency of placement by grade level. Inferential: Chi Square
	Relational: What is the relationship between the types and extent of placement activities and the number of placements					Phi coefficient

Table II-A

Student Outcome	Related Evaluation Questions	Design	Data Sources	Instrumentation	Sampling	Data Analysis
Adult's Awareness of Career Education Services available from Project	Outcomes: Are adults aware of need for career education in elementary and secondary school? Do adults feel that they need career education?	Collect data at end of Adult Evening courses. Control group will be those enrolled in 1973-74.	Adults in adult Evening courses in VTAE District II. Baseline data are available for 1973-74.	Questionnaire designed by Third Party Evaluation Team.	All adult evening classes	Descriptive: Frequency of response, mean and standard deviation. Inferential: Chi Square, Analysis of variance
	Are adults satisfied with adult evening courses? Are adults aware of career education services available from the project?	Survey of a sample of elementary, secondary and post-secondary teachers including adult evening school instructors.	Teachers	Questionnaire on Career Education Services	Sample of teachers in rural and city areas.	
	Treatment: Have Adult Evening School instructors receive information on the projects services?	Post evaluation of Orientation sessions for adult evening school teachers	Adult evening school teachers	Orientation evaluation form developed by Third Party Evaluation Team.	Adult Evening school teachers attending orientation workshops and those not attending	Descriptive: Frequency of response, mean and standard deviation. Inferential: Chi Square, Analysis of variance.
	Relational: None					
Project resources expended at each grade level	How much federal money was spent at grade levels 3, 6, 9, 12 and 13-14.	Collect data from project activities	Staff activities summary and resources use records	Staff log of activities and resources use records	Total sample of activities	Dollar cost of resources used at each grade level.

Table II-A

Student Outcome	Related Evaluation Questions	Design	Data Sources	Instrumentation	Sampling	Data Analysis
Make District residents aware of continuing technological, societal and demographic changes which affect people's educational needs and desires.	Are residents aware of the impacts of new industry in the District?	Collect data from a sample of adults in the District.	Sample of adults in the Mauston and Bangor areas.	Impacts instrument developed by the third party evaluators.	A sample of adults enrolled in the adult evening classes at Mauston and Bangor. (A survey of adults in evening classes last year revealed that those enrolled represented a wide variety of backgrounds and occupations.)	Logical analysis of responses to the survey.
Expand services from and resources in the career and continuing education resource centers.	Have the services and resources in the five career and continuing education resource centers been expanded?	Visit three of the five centers.	Inventory of materials and equipment in the centers visited. Telephone and meeting log kept by the center coordinators.	Visitation review form developed by the project staff. Telephone and meeting log used by center coordinators.	Visit centers in Arcadia, Mauston and La Crosse.	Comparison with last year's inventory and records.
Make comprehensive career education readily accessible to residents by utilizing the Career Mobile and Career Centers fully.	Are District residents utilizing the services of Career Mobile and Career Centers?	Collect data as residents use services.	Visitation records and telephone requests. Audit check by third party evaluators	Visitation records kept and telephone log kept by project staff. Audit of records through interviews with a sample of users.	Visit centers in Arcadia, Mauston and La Crosse.	Comparison with last year's inventory and records.

Part III

Results from the Evaluation

The data, analyses and conclusions from the Third Party Evaluation are presented by objective in this section.

1. Determine the Extent to Which Students Who Had Participated in the Project Demonstrated an Increase in Self-Awareness in Grades Three, Six, and Nine

Products Data - Grade Three. The self-awareness of third grade students was assessed through the use of an instrument which had been developed at the Center for Research and Educational Improvement at UW-Stout. A copy of this instrument is included in Appendix B. Students received an instrument which contained 30 pictures to which they responded. The narration for the test was presented on a cassette tape.

The self-awareness of the third grade students encompassed in the study is reported in Table 4. Three sets of scores are presented for the nine experimental and control schools involved in the Third Party Evaluation. The total score on the instrument is an indication of the general self-awareness of the student. A key for each score scale is presented in the table. Scores between 81 and 90 are very positive on the Total scale. Students with scores between 70 and 80 have a positive self-awareness. In contrast, students with scores below 50 would have a negative self-awareness or concept of self.

The mean scores for each of the schools in the evaluation are in the positive range. The means indicate that most students in the classes involved in the evaluation have a positive concept of self.

An analysis of variance run on these data revealed no significant differences between means. In other words, there were no statistically significant differences between scores for students in experimental and control schools. A review of the means reported in Table 4 also indicates that there are only slight differences among the means.

Reliability coefficients for the Total scores were relatively high. Seven of the nine groups had reliabilities larger than .71. Considering the length of the test and the age of the respondents, these reliabilities would appear to be very adequate.

Because of a mix-up in communications, no pre-test data were collected with this instrument. Thus, it is not possible to display any information on the growth of the students' self-awareness other than that available through comparison of post-test means. Since teachers in the control schools were also infusing career education in their courses, the post-test only does not give a complete picture of the growth patterns. This year's data will be used as a base line for contrast in next year's evaluation. After that evaluation, it should be possible to assess growth patterns.

Table 4

Self-Awareness of Third Grade Students

School		N	TOTAL		HOW WELL P.D. & THINGS		INTEREST P.S. & THINGS	
#	E@/C		Mean	SD	Mean	SD	Mean	SD
1	E	25	74.6	6.6	42.5	4.1	32.1	3.1
2	E	17	76.2	8.2	41.4	6.1	34.8	3.0
3	E	17	74.7	5.2	42.4	3.3	32.2	2.6
4	C	24	73.4	7.5	40.5	5.6	32.9	2.7
5	C	20	77.1	8.1	43.6	4.8	33.6	3.9
6	C	31	76.6	6.0	44.2	4.6	34.3	2.6
7	C	22	73.0	8.0	40.4	5.3	32.6	3.3
8	E	20	73.7	5.1	41.4	3.4	32.4	2.8
9	E	20	74.2	8.4	41.2	5.8	33.1	3.9
KEY:			81-90: V. Positive 70-80: Positive 51-69: Undecided or Neutral 40-50: Negative 30-39: V. Negative		49-54: V. good 41-48: Good 33-40: Undecided 25-32: Poor 18-24: V. Poor		33-36: V. High 28-32: High 22-27: Undecided 17-21: Low 12-16: V. Low	

@ E represents experimental school, C represents control school

Two sub-scales were included in the instrument to assess specific dimensions of self-awareness. These two scales were based upon questions related to (1) how well the students thought they could do various activities and (2) how interested they were in specific activities. The results on these two sub-scales are reported in Table 4.

On the "How well scale," the average scores ranged in the positive or good area. These means indicated that most students thought that they could do a majority of the activities listed in the instrument.

Analysis of variance was run on the "How well" scores and no significant differences were observed between the means. Therefore, it was concluded that there was no significant difference between the scores of students in the experimental and control schools.

The mean scores on the "Interest" scale ranged toward the high end of the high interest range and the low end of the very high interest range. These scores indicated the students had a relatively high level of interest in the activities presented in the test. It was also interesting to note that the level of interest expressed in the activities was higher than the level of performance the students perceived that they could do. Considering that third grade students were responding to the instrument, this appeared to be a logical response pattern.

The level of self-awareness of third grade students in all of the schools involved in the evaluation appeared to be relatively high.

Products Data - Grade 6. The self-awareness of sixth grade students was measured by the scores on Part I of the competence test included in the Career Maturity Inventory. This portion of the Career Maturity Inventory (CMI) includes twenty items which pose a variety of situations which require the respondent to assess the capabilities of persons described in the questions. Table 5 gives the results on this test.

Pre- and post-tests were given in the experimental and control schools. In three of the five schools, growth patterns were observed. In one school, the pre- and post-scores remained the same. Scores for students in the fifth school declined slightly. A t-test of differences was run to determine if there was a significant increase or decrease in a degree of self-awareness in any of the schools. None of the tests were significant. Therefore, since no significant growth was found, no additional tests were run to determine if there were significant differences among the schools. The reader should also take into account the fact that the pre-tests were given in February and the post-tests in May. Therefore, there was a relatively short period of time between the two data collection times.

The norms reported in the CMI Administrator's Manual are given at the bottom of the Table. The manual was not explicit as to when the sixth and seventh grade data were collected for norming. Therefore, the norms for the sixth and seventh grades are reported. The post-tests were given in May, in this study, thus, the students would be very near to seventh grade. The means reported for the schools involved in the evaluation look more

Table 5

Self-Awareness of Sixth Grade Students

(Based on Part I - Career Maturity Inventory)

School		N	Pre-Test (Feb. 1975)		Post-Test (May 1975)	
#	E/C		Mean	SD	Mean	SD
1	E	44	9.6	3.7	10.8	3.8
2	E	30	9.9	3.9	9.9	4.6
3	E	24	11.3	3.4	12.2	3.2
4	C	24	8.7	4.4	10.0	4.2
5	C	22	9.2	3.7	8.5	3.9
Norm - Grade 6 (reliability = .81)					8.3	4.5
Norm - Grade 7 (reliability = .77)					10.4	4.1

Maximum Score = 20

like the seventh grade norms than those for the sixth grade. As with any norms, it is risky to make comparisons which would suggest that the groups in this study were above average in contrast with sixth graders in general. Establishment of a base line of data for these schools during the present year will assist in making contrasts during the next school year.

Products Data - Ninth Grade. At the ninth grade level, Super's Career Development Inventory (CDI) was used to assess self-awareness. Specifically, Scale A was utilized. This scale presents a self-rating scale on which students react to a number of items related to information they had about themselves and potential vocations. This instrument was relatively new and did not have extensive norms or information on validity.

The results from the evaluation are presented in Table 6. It was possible to pre-test in four of the schools encompassed in the evaluation. In three of the experimental schools, considerable portions of the career education treatment had already been given to the students prior to the approval of the Third Party Evaluation proposal. Therefore, it was not feasible to pre-test these groups.

Comparison of pre- and post-scores, by means of a t-test of differences, revealed one significant change between pre- and post-testing. One of the experimental schools, School number 1, had a significant gain in self-awareness. The other changes reported in Table 6 were not statistically significant. These results indicated that students in experimental School number 1 had a significant increase in self-awareness which could not be attributed to normal maturation and typical course content.

Some tentative norm data were provided by Super in the "Preliminary Manual" for the CDI instrument. The norms for tenth graders are presented in Table 6. Ninth grade norms were not given. The means reported for the post-test were somewhat smaller than the mean for the norm data. Since ninth graders were involved in this portion of the evaluation, this difference was not unexpected. If self-awareness follows a developmental pattern it would appear that the students encompassed in the evaluation were very similar to those from whom Super had collected his data.

Means for the students in two of the three post-test only experimental schools were very similar to those in the first experimental school. In one experimental school, however, the mean score was considerably lower. At this point, the Third Party Evaluators have no explanation for this difference.

Relational Data - Teacher Activities. No doubt, all of the teachers in the WWTI District have been exposed to career education information, activities, and instructional material during the past three or four years. Therefore, it was not logical to assume that only the students in the experimental schools would be exposed to career education activities and information. In order to gain some measurement of the varied level of treatments in the experimental and control schools, teachers in each school were asked to fill out a survey form. A copy of this instrument is included in Appendix E. In the survey form, teachers were asked to indicate the extent to which

Table 6

Self-Awareness of Ninth Grade Students

(Based on Scale A from the Career Development Inventory)

School		Pre-test (Feb. 1975)				Post-test (May 1975)			
#	E/C	N	Mean	SD	r	N	Mean	SD	r
1	E	121	95.7	21.5	.92	121	99.8	21.6	.93
2	C	73	91.5	19.1	.91	27	90.3	20.7	.93
3	C	28	93.1	25.7	.94	17	95.2	23.1	.94
4	C	63	90.0	20.1	.91	16	91.9	18.3	.92
5	E	---	----	----	---	54	98.1	16.7	.86
6	E	---	----	----	---	54	102.2	21.3	.91
7	E	---	----	----	---	40	92.1	19.2	.91
		Norm for Tenth Graders				400	103.6	19.3	.85
		Maximum Possible Score = 165							

they utilized various activities and the degree to which selected content related to career education was presented in their classes. Table 7 reports the results of the survey.

With the exception of educational fairs and inclusion of career education content in math courses, teachers in the experimental schools reported more extensive inclusion of career education activities and content in their courses. An analysis of variance was run contrasting the level of career education activities in the experimental schools with that in the control schools. An F value of 6.227 was found. This F was significant at the .05 level. Therefore, it was concluded that teachers in the experimental schools were including significantly more career education activities and content in their courses.

The most frequently reported activities were the use of audio-visual aids, written materials and career-selecting activities. Also, the teachers reported that they frequently related the contents of their classes to specific jobs. Teachers reported that they used these activities about twice a month on the average. The most frequently used activity, linking class content to jobs, was utilized about once a week by the experimental teachers. The frequency of use of these activities as reported by teachers in the control schools was significantly less.

Without a base line of prior data and evidence upon which to make a judgment, it is difficult to conclude how intense the career education treatment was in the experimental schools. Use of a wide variety of activities was reported. And, as noted in the previous paragraph, several of these activities were utilized several times per month. It would appear that the treatment was moderate to moderately intense.

The statistical comparisons described in the previous section, of course, are dependent upon a significant difference in the treatment between the experimental and control schools. Analysis of variance of the level of activities reported in the experimental and the control schools did reveal a significant difference in level in favor of the experimental schools. However, the data in Table 7 also indicate that teachers in the control schools were using a variety of techniques to infuse career education content into their courses. For example, identifying student interests and skills, career selection, linking jobs to course content and selecting a career were all reported as being utilized approximately once a month or more frequently in the control schools. No doubt, these activities had an impact on the students in these schools. The career education treatment in the control schools appeared to be less intense than that in the experimental schools. However, the treatment in the control schools could not be considered to be at zero level.

Because of the small number of teachers involved at each of the grade level breakouts and the fact that there were some non-respondents, the data for the teachers have been summarized for all teachers involved in the experimental schools and for all involved control schools. These data are

Table 7

Career Education Activities of Teachers In Experimental and Control Schools

ITEM NO.	CONTENT/ACTIVITY	MEAN		STANDARD DEV.	
		Exp.	Control	Exp.	Control
1	Field trips	2.75	1.73	1.58	0.80
2	Visitors/Speakers	3.50	1.81	1.35	0.83
3	AV	4.40	3.06	1.08	1.29
4	Written Material	4.22	2.07	1.09	0.73
5	Group Counseling	2.78	1.81	1.64	0.83
6	Individual Counseling	2.89	2.31	1.90	1.25
7	Peer Counseling	1.88	1.73	1.13	1.03
8	Themes, Term Papers	2.50	1.93	1.31	1.14
9	Educational T.V.	2.63	2.27	2.00	1.44
10	Projects	3.22	2.40	1.20	0.83
11	Displays	2.71	1.77	1.25	1.01
12	Games	2.38	1.71	1.41	0.91
13	Educational Fairs	1.00	1.08	0.00	0.28
14	Role Playing	3.00	2.20	1.07	1.37
15	Simulated Work	2.13	1.57	0.64	0.76
16	CE/Language Arts Skills	3.38	2.43	1.19	1.34
17	CE/Math Skills	2.88	3.13	1.13	1.64
18	CE/Science Skills	3.78	2.67	1.48	1.45
19	CE/Social Studies Skills	4.13	2.80	0.84	1.37

Table 7 (Cont'd.)

Career Education Activities of Teachers

In Experimental and Control Schools

(Continued)

ITEM NO.	CONTENT/ACTIVITY	MEAN		STANDARD DEV.	
		Exp.	Control	Exp.	Control
20	Relating Arts to Occupation & Leisure	3.00	2.57	1.23	1.40
21	Identifying Student Interests & Skills	3.56	2.80	1.42	1.01
22	Awareness of Local Community Occupations	3.44	1.93	1.51	0.59
23	Career Selecting Activities	4.00	2.71	1.41	1.20
24	Jobs Related to Class CE Topics	4.44	3.33	0.88	1.23
25	Selecting a Career	3.89	3.39	1.45	1.12

reported in Table 7. This discussion and Table will not be repeated for Objectives 2 and 3. However, the results should be considered as the data for these two objectives are presented and discussed.

Based on the evaluation data from the products and processes measures, it appeared that the self-awareness of the students in the evaluation was average to above average. Some evidence was found to substantiate a conclusion that the Project was having some impact on students' self-awareness. However, the data were not conclusive enough to support a strong statement to this effect.

2. Identify the Extent to Which Students Who Had Participated in the Project Demonstrated an Increased Awareness of and Knowledge About Work At Grade Levels Three, Six, Nine, and Twelve

Products Data - Grade Three. Table 8 presents the results of the analysis data collected from third grade students in the experimental and control schools. For this objective, the students' responses were analyzed on the basis of their reactions to the items which dealt with (1) people, (2) data, and (3) things. Each scale is based on responses to ten items in the instrument. Scores in the range of 24-30 would indicate positive reactions to items based on the students' perception of their ability and interest in the activities depicted in the questions. Scores in the range of 17-23 would indicate a neutral or undecided reaction to the questions. A negative reaction based on a lack of interest or ability would be reflected by scores in the range of 10-16.

An analysis of variance run on the scores in each of the scales revealed no significant differences between schools. As can be observed in the Table, there are only slight variations in the means from school to school. Almost all of the means fall in the positive range of 24-30. It was also interesting to note that mean scores on each of the three scales were very similar. In other words, it did not appear that students at this age were more interested in people as contrasted with data or things.

Products Data - Grade Six. Sixth graders' knowledge about jobs was measured by Part II of the Career Maturity Inventory. This portion of the CMI contained twenty items. The norms for Grades Six and Seven are given in Table 9. The average score for sixth graders in the norm group was 8.9 and for seventh graders, 10.2.

The pre- and post-test means for students in Grade Six in the evaluation and control schools are given in Table 9. A small amount of growth in knowledge about jobs is suggested by the increase in the mean scores from the pre- to the post-test period in the experimental schools. In the control schools, the means remained relatively stable during the 3-1/2 months between the pre- and post-tests. None of the changes between pre- and post-tests was significant, therefore, additional analyses between schools were not run.

All of the post-test mean scores reported in Table 9 are higher than the mean listed for the norm group for Grade Six. Since the students in the evaluation were completing Grade Six, the norm value for Grade Seven

TABLE 8

Third Grade Students Knowledge of People, Data and Things Activities

School		N	PEOPLE		DATA		THINGS	
			Mean	SD	Mean	SD	Mean	SD
1	E	25	24.4	2.2	26.0	2.7	24.2	3.6
2	E	17	25.7	2.9	25.3	3.8	25.2	3.2
3	E	17	24.2	2.1	25.1	2.8	25.4	2.9
4	C	24	24.9	2.8	25.0	2.9	23.4	3.1
5	C	20	26.1	2.1	25.9	3.0	25.1	4.1
6	C	31	25.5	2.4	26.5	3.1	25.6	2.3
7	C	22	24.2	3.3	24.4	3.3	24.3	3.1
8	E	20	24.1	2.6	25.3	2.2	24.3	2.3
9	E	20	23.9	3.1	25.4	3.4	25.0	3.2

Table 9

Sixth Graders' Knowledge About Jobs

(Based on Part II of the CMI)

School		Pre-Test (Feb 1975)			Post-Test (May 1975)		
#	E/C	N	Mean	SD	N	Mean	SD
1	E	44	10.9	3.1	44	11.4	4.3
2	E	30	12.4	3.0	30	12.8	4.1
3	E	24	11.1	3.4	23	12.3	3.4
4	C	24	9.7	3.8	24	9.6	2.9
5	C	24	12.4	2.2	24	11.4	4.0

Norm - Grade 6 (reliability = .81) 8.9 4.5

Norm - Grade 7 (reliability = .81) 10.2 4.4

Maximum Score = 20

also listed in this Table. All but one of the means reported on the post-test exceeded the mean value for the norm for Grade Seven also. Therefore, it would appear that the students in the experimental and control schools had somewhat above average knowledge about jobs. And, the students in the experimental schools tended to have slightly better knowledge than those in the control schools.

Products Data - Grade Nine. Table 10 presents a summary of the results of the pre- and post-tests conducted with ninth grade students in the experimental and control schools. The data are based on responses to Scale B in the Career Development Inventory designed by Super and associates. In the rural experimental and control schools, it was possible to pre- and post-test. In LaCrosse, the career education treatment was already underway by the time the Third Party Evaluation proposal had been approved. Therefore, pre-tests were not feasible in LaCrosse.

The differences between pre- and post-scores were compared within each school with a t-test of differences. None of the changes were significant, therefore, no additional analyses were conducted.

Although the changes between pre- and post-tests were not significantly different statistically, the post mean scores do reveal a slight increase in knowledge about jobs. As noted in the Relational Data section, these increases may be reflections of the relatively high level of emphasis teachers in the experimental and control schools were giving to relating course content to jobs and to making career choices while in class.

No appropriate norm data were available for the scale in the career development inventory. Super's scale utilized a complex weighting scheme for scoring this section of the instrument. The computer program available to the Third Party Evaluators did not have the capacity to do this.

Products Data - Grade Twelve. The results from Scale B on the Career Development Inventory for twelfth graders is presented in Table 11. For the most part, the means on the pre- and post-tests are very similar. The one exception is school two in which the mean increases from 78.1 on the pre-test to 84.7 on the post-test. Analysis of the gain scores with a t-test of differences revealed a statistically significant increase in these scores. Feedback to the Third Party Evaluators, through interviews and teacher survey forms, gave no indication of the specific cause for this significant increase. It may be that the pre-scores under-estimated the knowledge of the respondents since the mean for this group on the pre-test is the lowest reported.

Relational Data. The relational data for teacher activities related to the infusion of career education content and activities in their courses are reported at the end of the discussion of results for Objective 1. Several of the activities which the teachers reported they used most frequently, related to the identification of jobs and linking course content to applications in the world of work. It would appear that these teacher activities were having an impact on the students' knowledge about jobs.

Table 10

Ninth Graders' Knowledge About Jobs

School		Pre-Test (Feb 1975)				Post-Test (May 1975)			
#	E/C	N	Mean	SD	r	N	Mean	SD	r
1	E	121	73.9	15.1	.94	121	75.3	14.4	.93
2	C	73	76.1	17.7	.96	27	77.6	17.1	.96
3	C	28	68.3	17.4	.95	17	72.4	16.9	.96
4	C	63	75.4	19.3	.96	16	76.7	16.5	.95
5	E	--	----	----	---	54	78.6	16.8	.95
6	E	--	----	----	---	54	80.7	15.0	.92
7	E	--	----	----	---	40	72.9	10.8	.87

Maximum Score = 140: this score would reflect a high level of knowledge.

Table 11

Twelfth Graders' Knowledge About Jobs

School		Pre-Test (Feb. 1975)				Post-Test (May 1975)			
#	E/C	N	Mean	SD	r	N	Mean	SD	r
1	E	88	82.4	21.4	.97	63	82.8	21.8	.96
2	C	18	78.1	10.9	.85	18	84.7	16.4	.95
3	C	19	85.4	17.5	.96	19	85.9	14.8	.95
4	C	64	80.9	20.8	.96	17	80.5	12.3	.92

The Maximum Score = 140.

From feedback obtained through interviews and from the teachers' survey forms, the Third Party Evaluators concluded that the career education treatments were most intense at the elementary and junior high school levels. The data patterns displayed in the Tables for this objective display evidence that the impacts are directly related to the intensity of the treatment. In other words, the smallest changes or gains in scores were found at the senior level. Larger changes are found at lower grade levels.

It is the judgment of the Third Party Evaluators that the Project's activities and services did have some impact on the students' knowledge of jobs and work at grade levels six and nine. A longer time period between pre- and post-tests would allow a more detailed and definite analysis.

3. Identify the Extent to Which Students Who Had Participated in the Project Demonstrated and Increased Competency in Career Decision-Making Skills at Grades Nine, Twelve and Thirteen-Fourteen

Products Data - Grade Nine. The results of the pre- and post-tests for career decision-making in Grade Nine are reported in Table 12. These means are based on responses to Scale C on the Career Development Inventory. The scale samples the amount of occupational and educational information students have learned, as well as their mastery of the use of this information in valid decision-making.

In the schools located in rural areas, it was possible to pre-test as well as post-test. The pre- and post-test means reported in Table 12 reveal a small amount of growth in decision-making during the 3-1/2 months between the two test periods. No statistically significant differences were found between pre- and post-test means nor between groups.

In three schools, it was not feasible to pre-test since the career education treatment was already underway. The post-test means observed in these three schools are similar to those in the other four schools in the evaluation.

Norm data for tenth grade students are also given in the Table. The means for the schools involved in the evaluation were significantly lower than the means in the norms. However, the norm data were for tenth grade students and much of this difference may be caused by maturation.

Products Data - Grade Twelve. Mean scores on Scale C of the Career Development Inventory for twelfth grade students involved in the evaluation are presented in Table 13. Slight changes in the means between pre- and post-testing were observed. Two of the post-test means were smaller than the pre-test means and two were larger. None of the differences were significant. Therefore, it would appear that these changes were random in nature and reflected a lack of a systematic treatment at this grade level.

Products Data - Grades Thirteen and Fourteen. A sample of students enrolled in associate degree and diploma programs at Western Wisconsin Technical Institute were identified to complete the Career Development

TABLE 12

Ninth Graders' Competency in
Career Decision Making

SCHOOL		Pre-test (Feb., 1975)			Post - test (May, 1975)		
#	E/C	N	MEAN	SD	N	MEAN	SD
1	E	121	11.9	3.9	121	12.1	3.3
2	C	73	10.7	3.8	27	11.9	4.0
3	C	28	10.4	4.3	17	11.4	3.2
4	C	63	10.7	4.3	16	11.6	5.3
5	E				54	12.7	4.7
6	E				54	10.3	4.0
7	E				40	12.3	3.7
Norm for Tenth Graders:					400	17.2	4.6
Reliability for these scores: .71							
Maximum score: 30							

TABLE 13

Twelfth Graders' Competency in Career Decision Making

SCHOOL		Pre-Test			Post Test		
#	E/C	N	MEAN	SD	N	MEAN	SD
1	E	64	13.2	4.1	64	12.2	5.5
2	C	18	14.5	3.4	18	13.4	4.7
3	C	58	14.1	3.1	19	15	3.2
4	C	64	12.5	4.1	17	13.8	2.7

Maximum Score = 30.

Inventory - Scale C. The results on Scale C are reported in Table 14. Scores from both groups were very similar. Means observed for the two groups were almost identical. Therefore, there was no significant difference between students in the diploma and associate degree programs in terms of competency in career decision-making. Since no norms were available for this grade level, it was not possible to make a specific judgment related to the level of competency displayed. It can be noted, however, that these means are the highest of those observed for Grades Nine, Twelve and Thirteen-Fourteen.

Relational Data. In the discussion for Objective 1, the teacher survey data were presented. The reader should review that section to assess the degree to which career education treatments had been carried out in the schools involved in this evaluation. In general, there was a significantly higher level of activities reported in the experimental schools. However, it was the observation of the Third Party Evaluators that fewer teachers at the senior high school and post-secondary levels had been involved in the Project's workshops. In addition, during the on-site interviews, it was apparent that more systematic infusion of career education was taking place at the elementary and junior high school levels. To some degree, this is reflected in the small, but consistent, gains in career decision-making competency shown in Table 12.

At Grade Nine where more systematic infusion of career education was taking place, a trend to increased competency in career decision-making was discernible. At grade levels twelve and thirteen-fourteen, no specific effects were observed. The lack of a control group at the latter level made it difficult to identify the impacts.

It is the judgment of the Third Party Evaluators that the Project has had some impact in the area of developing career decision-making competency. However, more systematic application of the treatment needs to be made--especially at the twelfth grade level.

4. Ascertain the Extent to Which Students Who Participated in the Project and Left the Project Schools Were Placed in a Paid Occupation, In Further Education, or in Unpaid Work That Was Consistent With Their Then Current Career Choice At All Grade Levels By School Year.

Product Data. A summary of the placement activities carried out in the Northwest Career and Continuing Education Center is given in Table 15. Group counseling contacted the largest number of continuing students in Arcadia High School. All ninth, tenth, eleventh and twelfth graders received a one hour presentation on the employment opportunities in the local area and the educational opportunities available to them. This was a joint activity involving the coordinator of the Arcadia Center and a Job Service representative.

TABLE 14

Post Secondary Students (WWTI)
Competency in Career Decision Making

Program	Post-Test Results		
	N	Mean	SD
Associate Degree	112	15.9	3.9
Diploma	21	15.6	3.0

Maximum possible score = 30

TABLE 15

Summary of Arcadia Placement Activities

Placement Activity	Number Involved
1. Group Counseling - Grades 9 - 12 In School	482@
2. Individual Counseling - All	104
3. Wisconsin Job Center	36@
4. Local Job Openings - Full-Time	0*
5. Local Job Openings - Part-Time	60*#
6. Jobs - Part-Time School - Part-Time	3*
7. GED	29
8. Vocational-Technical School	17
9. Further Education	1

@ Also JC assisted with group counseling above.

* Unemployment was about 10% in this area during most of the year.

# These were part-time teachers hired for adult evening courses.

Individual counseling with high school students, dropouts, and adults involved 104 persons. Arrangements were made with the local Job Service representative to have 26 senior students participate in job interviews and complete application forms.

Some part-time job placements were made. However, these were limited by the fact that unemployment was high throughout the year and job opportunities were severely constricted. Part-time jobs correlated with part-time school attendance were found for three persons.

Twenty-nine persons were enrolled in GED programs. And, seventeen persons were assisted in selecting a program at a vocational-technical school. One person was assisted in identifying a college at which to enroll.

Approximately seven weeks after the group counseling session the coordinator of the Northwest Center surveyed students in the ninth, tenth, eleventh and twelfth grades in Arcadia Senior High School. Slightly more than 50% of those who completed the survey indicated that they had received information on employment opportunities from the Western Wisconsin Technical Institute Career Center. The responses ranged from 67% of the freshmen to 56% of the sophomores, 36% of the juniors, and 43% of the seniors indicating that they had received information from the Career Center. The next most frequently listed source of information on employment opportunities was the Job Service. The average percentage here was slightly more than 30%.

The group counseling with students in Arcadia High School evidently had an impact. More than 67% of the freshmen noted that they had received information from the Career Center. The juniors had the lowest level of response to this item with 36% indicating that they had received information from the Career Center. It appears that this activity was worthwhile and had an impact. This is especially true when the length of time involved in the presentation, one hour, is considered.

One important accomplishment during the year in regard to this objective was the degree of articulation achieved with the Wisconsin Job Service. The Job Service assisted with the group counseling presentations and also conducted a session on interviewing and job applications. These two cooperative efforts represent promising accomplishments which will hopefully carry on through the next year on the project. Prior to this, joint activities with the Job Service have been rather limited.

The level of accomplishment in placement in part-time jobs and full-time jobs was rather limited. The main cause of this may have been the high level of unemployment in the area. Jobs were difficult to find, especially for those who lacked a high school education or were young.

Placement of students in further educational opportunities appeared to be good. A number of students were placed in WWTI programs and in other VTAE programs. In addition, 29 students were enrolled in high school completion and GED programs. According to the statistics in the State Plan for Vocational Education in Wisconsin for fiscal years 1976-1980, the high school dropout rate in the Arcadia area is 1.7% per year. Arcadia has approximately 100 students per class. Therefore, the dropout rate for grades nine through twelve in a given year would be approximately 8. Hence, the 29 students enrolled in GED would represent the dropouts from three and one-half calendar years. It would appear that the Career Center has done a successful job of enrolling high school dropouts in high school completion programs.

WWTI maintains a complete placement service for its students. Placement counseling is available from the Student Personnel Services Department. One staff member spends about one-half of his time contacting industry to identify job openings and to assist in placing students. For 1973-74, 88% of the students who sought placement assistance were placed through this office. Data from the six month follow-up revealed a 4.9% unemployment rate for the 1973-74 graduates of WWTI. This is contrasted with an 8 - 11% general unemployment rate in the area. Discussions with the Student Personnel staff indicated that placement activities were being maintained at a high level during the 1974-75 year.

Based on the data collected by the Third Party Evaluators, it appeared that the Project had had little impact on the WWTI placement effort. These placement activities were already functioning at a high level and there was not as much need to devote attention to this area.

5. Identify the Extent to Which the Number and Type of Job Preparation Opportunities (Including Work Experience and Cooperative Education Opportunities) Have Been Expanded for Young People in Grades 10 Through 14.

Products Data. As reported in Table 15, three students were placed in part-time jobs coordinated with part-time schooling through the Arcadia Career Center. Also, the coordinator of the Career Center in LaCrosse developed a sequence of evening school offerings, including during the summer, which permit a person to work full-time during the day and acquire an associate degree through enrolling in evening classes. The coordinator at Mauston also worked to provide evening associate degree courses.

All of the coordinators were involved in identifying the need for vocational courses which would be offered in the evening program. Several new courses were developed as a result of these efforts. For example, a course in Land Surveying Procedures was developed in LaCrosse.

WWTI also has expanded its services to special needs students. Several mentally handicapped students utilized the ABE learning materials and others used selected lab areas.

The information available to the Third Party Evaluators indicated that the Project staff had made considerable effort in identifying and offering adult evening courses and programs that lead to job placement. Some attention was given to providing additional work experience and cooperative education opportunities but the results were not of large magnitude.

It is the conclusion of the Third Party Evaluators that the Project made adequate progress on the adult evening offerings but needs to improve on the other activities related to this goal.

6. Identify the Financial Resources from Section 142 (C) of Part D of P.L. 90-576, That Were Expended at Each of the Grade Level Breakouts: K through 3, 4 through 6, 7 through 9, 10 through 12, and 13 through 14 for the 1974-75 School Year.

After reviewing the Project budget, meeting with Project staff, interviewing teachers and administrators, and reviewing samples of the materials and equipment procured by the Project, the estimated budget expenditures for each breakout level was developed. The rough draft was reviewed with the Project Director, Robert Pendleton. His input created a few small changes. For the most part, the review was conducted to double check some decisions on which the Third Party Evaluators did not have complete data. (The preceeding statement should not be taken to mean that the Project Director has concurred with the breakout defined by the Third Party Evaluators. The Project Director's reactions to this breakout should be checked to determine his reactions.)

A summary of the budget analysis for this objective is presented in Table 16. The budget expenditure areas reported in the left-hand column of Table 16 represent major expenditure areas. Items on which the expenditures were the same for each breakout level were clustered together. For example, the mobile unit had several sub-items in the budget, however, its services were supplied as a unit at each of the breakout levels identified. Similarly, an expenditure area for A-V and software was included since these items were very similar in nature and the services provided at each grade level breakout were very similar. The last item, remaining bills, includes a number of items left in the budget on which the application at each grade level breakout was felt to be very similar.

At the top of the table, the breakout levels K-3, 4-6, 7-9, 10-12 and 13-14 requested in the Federal guidelines are listed. In addition, a breakout level for adults and "other" has been added. One of the primary objectives in the Western Wisconsin Technical Institute proposal was to provide adults with career education opportunities and services. Thus, it was felt that it was necessary to include this breakout level. The "other" category includes activities which are required as a part of the project but which are not directly related to the other breakout levels.

Some of the activities in the "other" category are the use of the Career Mobile at county fairs and the Project Director's travel to national meetings associated with the project.

TABLE 16

Estimated Budget Expenditures for 1974-75 From Federal Funds

Expenditure Area	Level At Which Expenditures Made						
	K-3	K-6	7-9	10-12	13-14	Adult	Other
Mobile Unit 15,200.00	3.57# 542.64@	5.95 904.40	40.47 6151.44	40.47 6151.44	No Chg. Ctr has matls.	4.76 723.52	9.5 1447.04
Third Party Evaluation 4,000.00	16.5% 660.00	16.5% 660.00	16.5% 660.00	16.5% 660.00	10.38% 415.00	16.5% 660.00	7.12% 285.00
Rent 10,000.00	12.5% 1250.00	12.5% 1250.00	12.5% 1250.00	12.5% 1250.00	0% 0	50.0% 5000.00	0% 0
Travel 7,123.00	13.0% 925.99	14.0% 997.22	14.0% 997.22	14.0% 997.22	5.0% 356.15	30.0% 2136.90	10.0% 712.30
A-V and Software 18,182.71	17.5% 3181.97	17.5% 3181.97	25.0% 4545.68	25.0% 4545.68	4.0% 727.31	10.0% 1818.27	1.0% 181.33
Remaining Balance 25,535.00	12.5% 3191.88	12.5% 3191.88	12.5% 3191.88	12.5% 3191.88	5.0% 1276.75	44.0% 11,235.40	1.0% 255.35
Total 80,040.71	12.18% 9752.48	12.72% 10,185.47	20.98% 16,796.22	20.98% 16,796.22	3.46% 2775.21	26.95% 21,574.09	3.6% 2881.52

# Percent
@ Dollar expenditure

The Table includes a percentage expenditure and a dollar value for each expenditure area by breakout level. The expenditures at each breakout level are summarized at the conclusion of the Table and the overall percentage of expenditure for each level in indicated. The largest expenditure is at the adult level (26.95%). The next largest expenditures are at grade levels seven through nine and ten through twelve (20.98%). Grade levels K through three and four through six have the third largest expenditure level (12.2%). Approximately 3.6% was spent on "other" activities and 3.46% was utilized at grade levels thirteen and fourteen.

A review of the data in Table 16 indicated that there was a relatively low level of expenditure at grade levels thirteen and fourteen. One reason for the pattern of expenditures was the emphasis given to grade levels K through twelve in the Federal guidelines for these projects. However, the Third Party Evaluators feel that the level of expenditure identified for grades thirteen and fourteen was too low. It is thought that this percentage should be closer to 8 - 10%. Since most of the students in grades thirteen and fourteen are concentrated on WWTI campus in LaCrosse it would not be necessary to have as high an expenditure rate as grade levels K through twelve where the schools are distributed throughout the district. However, the 3.46% appears to be too low. Money for the increased expenditures at grade levels thirteen and fourteen should be taken from grade levels K through twelve.

7. Assess the Degree to Which the Project Has Established a Learning System Which Is Able to Present Career and Continuing Education Clearly, Consisely, Completely, and Affirmatively.

Products Data. During the 1973-74 and 1974-75 Third Party Evaluation a sample of the adults enrolled in adult evening courses were asked to respond to a questionnaire. The results of the survey for the 1974-75 Third Party Evaluation were reported in the second interim report for the Third Party Evaluation. A copy of the data and sub-analysis by age, area of residence, and educational level are reproduced in Appendix C.

Response to the Continuing Education courses was very positive. Ninety-eight percent of the 478 persons surveyed responded that the course in which they were enrolled was a good course. Less than 2% said that it was not a good course. To the question "Is this course well taught?", 90.3% responded "Yes" and 2.9% said "No". Also, 97% of the respondents in the sample recommended that the course in which they were enrolled be continued. When asked what course they would be interested in taking in the future, more than 63% listed at least one course.

In both the 1973-74 and 1974-75 surveys, a majority of the respondents were women. In 1974 the sample included 58% females. In 1975, this increased to 71%. Thus, it appears that these courses are providing career education opportunities that are of interest to women.

In 1974-75 adult evening courses in the WWTI district enrolled more than 14,000 students. This represented a slight increase from last year.

On Wednesday, April 30, 1975, members of the Third Party Evaluation Team interviewed teachers in the LaCrosse Public School System who had participated in the summer workshop and were implementing career education in their classes. Later, on May 15 members of the Third Party Evaluation Team visited teachers in the New Lisbon and Elroy areas. At New Lisbon the Third Party Evaluators also had an opportunity to talk with five students who were participating in the New Lisbon Career Corps which was developed with the assistance of the project staff.

During the interviews, response to the workshops provided for teachers, resource materials for use in the classroom, and the Career Mobile were all positive. Participants in the workshop commented that the opportunity to develop materials which could be utilized in their classrooms was extremely valuable. All that participated felt that the content was relevant and that there was ample time for application. A summary of their interviews is given in Appendix G.

Another effect of the workshop was the dissemination that took place through the participants. Figure 3 graphically depicts this dissemination. In the interviews, the Third Party Evaluators frequently received the comment that participants had assisted their colleagues in implementing aspects of career education in their classes. In some instances, they had shared units and learning activities with their fellow teachers. Also, the resource booklet developed in each workshop was very popular with the participant's colleagues. This multiplier effect is depicted in Figure 3 through the four lines radiating from the circle on the left. Each circle represents one participant. The intent of the graphics is not to indicate that each participant influenced four additional teachers, but to imply there was a multiplier effect of varied levels, depending upon the participant's personality. Note, for example, that some of the circles representing participants do not have radiating lines. Although all participants appeared to be very positive to their workshop experiences and were implementing various aspects of career education in their classes. Not all had had the opportunity or probably have the disposition to become actively involved with their colleagues in disseminating the results.

The potential multiplier effect of the workshops which are part of a learning system established by the project are depicted in the graphics and in Figure 3. Over a period of years, if the chaining effects depicted in Figure 3 can be sustained, career education could be diffused through most classrooms in the WWTI District. However, the project staff will have to nurture its growth.

The student participants in the New Lisbon career corps were all enthusiastic about the corps and their role in assisting their peers in career decision-making. The students interviewed felt that the in-service which they had received from the WWTI staff was very helpful. They did have some suggestions for restructuring the in-service program. Also, the students interviewed still felt somewhat insecure concerning how they would carry out their role once fall arrived. They all agreed that some additional in-service in the fall would be very useful.

More than 50% of the administrators and counselors surveyed said that the Project provided "considerable help" in the implementation of career

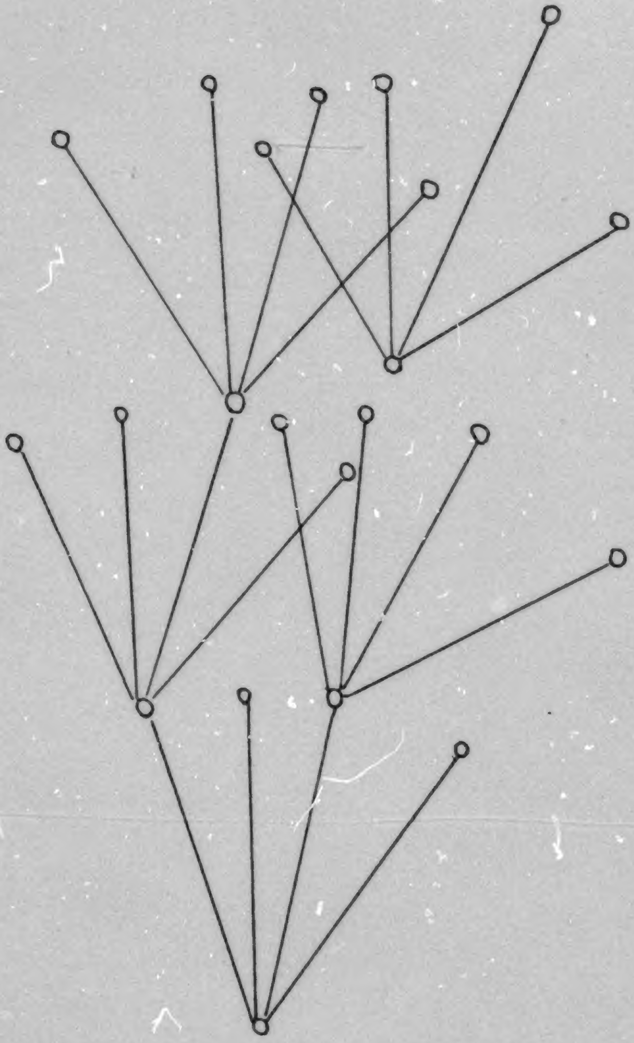


Figure 3: WWTI Workshop Impacts

education at their schools. Approximately 58% of the teachers responding to the same question said the Project was of "some help". (See Appendix E and F for a complete summary of these data.) Thus, it appeared that the assistance provided by the Project and staff was of significant help.

Relational. In order to enhance the implementation and functioning of the system, the Project staff developed several in-service programs for teachers, counselors and administrators. Also, the staff developed an in-service paper, "Career-Curriculum Development", which gave a rationale for career education, goals for Career Education, and a planning matrix. The planning matrix listed career education objectives, ideas for activities, sample resources, and suggestions for evaluation. This paper also described a planning process for use in infusing career education in the curriculum.

It is the judgment of the Third Party evaluators that the WWTI Career Education Project has designed a learning system based upon their model of career education, which is sound. These judgments are based upon evidence collected during the initial year in which this system was implemented. Information collected from various sources indicated that the Project was serving a wide variety of persons throughout the district and providing needed assistance. Moreover, the impacts of the services were producing secondary and tertiary impacts with the peers and colleagues of the persons served. If the present efforts of the project staff can be maintained and sufficient support services can be provided to individuals in the district, it would appear that this system will be successful.

In the contacts made with persons in the district through interviews on surveys, no one indicated that the assistance provided for the career education materials were uninterpretable or not functional. Thus, it would appear that they are clear and concise.

8. To Determine if District Residents Are Aware of the Constant and Continuing Technology, Societal, and Demographic Changes Which Effect People's Educational Needs and Desires.

Product's Data. During interviews and conversations with elementary, secondary, and post-secondary teachers, administrators and residents in the WWTI District, frequent comments were made related to the changing values of students and residents of the district. For example, teachers involved in Career Education experiences in their classes observed that girls in their classes were much more interested in non-traditional careers or what have been considered as male-oriented occupations. These conversations also indicated that most of the persons in the district were keenly aware of the impacts of high unemployment in the area, the changing technology in agriculture and business, and the emerging trend for persons to seek residence in rural areas, rather than in metropolitan areas.

The Third Party Evaluators feel that this awareness is reflected in the high level of need which the respondents on the adult survey indicated for career education services. More than 80% of the participants in the adult survey felt that there was a need for career education in western Wisconsin. Also, 43.4% indicated an interest in enrolling in vocational courses to improve performance on their present job, 36.9% were interested in enrolling in vocational courses to prepare for another job and 83.5% felt that there was a real need for vocational education for adults in western Wisconsin. In addition, more than 75% said that they would be interested in enrolling in avocational courses. And, 46.9% of the respondents said that they would be interested in career counseling. (A summary of the results for all respondents and for sub-groups of respondents on the adult survey is given in Appendix C, and the results of the survey are discussed in greater detail in the Second Interim Evaluation Report for the 1974-75 Third Party Evaluation.)

It is the conclusion of the Third Party Evaluators that residents of the district are aware of continuing technological, societal, and demographic changes. It is also felt that this awareness will sustain a continuing need for adult education in the district.

9. To Determine If the Services and Resources in the Career and Continuing Education Resource Center Were Expanded.

Products Data. During the 1974-75 project year the Third Part Evaluation Team visited the LaCrosse and Mauston Centers. Also, the evaluation team met with the Project staff on several occasions. For the 1974-75 project year, staffing of the Centers has remained basically the same as for the prior project year. However, the start up and orientation period for the staff had been completed during the initial year. Therefore, the staff was able to carry out it's activities more efficiently. In addition, the Project staff had established a number of contact persons in participating school systems which added to the impacts of the Project.

During the project year, a number of resources, including A-V media, were added to each of the Centers. The Third Party Evaluation team had an opportunity to review some of the materials acquired and also receive feedback on them through interviews and survey forms.

Those materials which the Third Party Evaluators had an opportunity to review appeared to be of high quality and valid for career education applications. The equipment purchased was functional and durable. Reports from teachers utilizing materials indicated that they were very helpful, interesting, and provided resources which they would not have an opportunity to obtain in their local schools. For example, teachers interviewed indicated that the Hot-Dog series was very good. Their students enjoyed the presentations and continuously asked to have more films shown.

Some of the filmstrips had narrations which were at too high a level for the classes in which the strips were used. In these instances, teachers indicated that they turned off the tape and made their own narration. It was suggested by several teachers that it would be useful if new narrations were made which were appropriate for the primary grade levels.

Junior and senior high school counselors and teachers involved with career education units and courses said that the resource materials were very useful. One of the important elements in the service was the fact that new materials were continuously added. As a result, interest of the students was maintained. One counselor commented that students would check periodically with him to determine when new films and filmstrips had come in. In contrast, when they had a static set of materials, students lost interest and discontinued coming to his office.

Both elementary and secondary teachers and counselors said that the resource guides prepared in the Career Education workshops were helpful. Also, the A-V lists were very useful.

Relational Data. Information collected during the interviews with teachers and counselors revealed that the frequent personal contacts they had with the Career Center coordinators were influential in their use of the Project's resources. When the coordinators visited the participating schools, teachers, counselors and administrators had an opportunity to ask questions and make suggestions. During the Third Party Evaluation Team's contacts with the participating schools and the Project staff, it was apparent that these people knew each other and that the Project staff was aware of the needs and interests of the staff in the participating schools.

It is the conclusion of the Third Party Evaluators that the services and resources in the Career and Continuing Education Centers were expanded based on the films, slide/tape series, and filmstrips reviewed by the Third Party Evaluators and the comments from the users. It is concluded that effective utilization has been made of the money available for procuring A-V equipment and materials. The equipment and materials provide resources which would not be available to most of the teachers involved in the Project. Moreover, these materials are transfered and shared between schools, thus, resulting in greater utilization and a lower cost per student for the delivery of career education.

10. To Ascertain if Comprehensive Career Education is Readily Accessible to All Residents of the District through Utilization of the career Mobile and Career Centers

Products Data. Because of the guidelines issued by the U. S. Office of Education and the focusing of the Project staff members' efforts in specific elementary and secondary schools in the district, the full set of services available through the Project was not disseminated to all schools in the district. The experimental schools identified in Table 1 received preference for use of materials and assistance provided by Project staff members. All schools in the district, however, did have access to the materials in the Career and Continuing Education Centers. In addition, the Career Mobile visited most of the schools in the district.

The services of the Career Mobile were positively evaluated by the teachers and administrators interviewed during visits to the WWTI District. Those interviewed indicated that the Career Mobile was a valuable resource for use by students. Moreover, they found it valuable to review the materials in the Career Mobile and order those which were most appropriate for their classes. Most indicated that they would like to have the Career Mobile available for more time for their classes. As a result of these requests, the director of the Project, Robert Pendleton, has indicated that a revised schedule has been developed for the Career Mobile. Next year, it will stay at most schools for two weeks. As a result, approximately one-half of the schools will be visited by the Career Mobile during the 1975-76 year. The remaining schools will have its services available during the ensuing year.

At the adult level, career and continuing education courses were offered in 28 sites throughout the district. A survey of adults in these evening programs revealed that the persons enrolled came from rural, town, and city areas. The majority (32.1%) of respondents in the survey were from rural areas. This is to be expected since the WWTI District is primarily a rural area. See Table 17 for a summary of these data.

Another aspect of a comprehensive delivery system is the age groups served by the system. Table 18 presents a summary of the age groups involved in the adult evening courses during the 1973-74 and 1974-75 project years. In each year, participants ranged in age from 16 to 65 and older. The age groups with the largest proportion of enrollment are from 16-22, 23-30, and 31-40. One significant factor causing this pattern, no doubt, is the fact that these age groups have the largest number of people. The data from the survey indicated that a cross-section of residents from the WWTI District were enrolling in the adult evening classes. Another interesting statistic obtained during the 1974-75 evaluation was the fact that 58% of the respondents in the survey indicated that they had not enrolled in a course during the prior year. This statistic would indicate that each year, a large number of new adults would be contacted through the adult evening program.

During the past two years, coordinators in at least two of the Career and Continuing Education Resource Centers have worked to provide evening courses for students enrolled in two-year associated degree programs. This summer, for the first time, students in LaCrosse will be able to attend evening summer session courses. In addition, the courses provided for associate degree programs have been scheduled in the evening to allow completion of certain programs by enrollment in evening courses only. In other words, it is not necessary to enroll in the day program in order to acquire these associate degrees.

Relational Data. During the Third Party Evaluators' interviews with teachers, project staff members, and other residents of the district, it was apparent that resources and activities were being directed toward increasing the scope of career education services available to residents of the district. In addition, attempts were being made to increase the number of clientele in various groups served by the Project. During the project year, considerably more effort was given to serving elementary and secondary schools as contrasted with the prior project year. And, it appeared that less effort and resources were devoted to the post-secondary level (grades 13-14) and the articulation between secondary and post-secondary programs. Efforts at the adult level continued at about the same level as during the prior project year.

The Project staff has made an extensive and effective effort to provide career education services to all residents of the district. Following the

TABLE 17
Area of Residence for Adults Enrolled in Career and Continuing Education Classes During 1973-74 and 1974-75

Area of Residence	1973-74		1974-75	
	N	%	N	%
Rural				
Town: Less than 1,000	139	29.4	154	32.1
Town: 1,000 - 1,999	44	9.3	48	10
Town: 2,000 - 9,999	67	14.1	86	17.9
City: 10,000 or more	158	33.4	117	24.4
Omits	0	0	7	1.4

TABLE 18
Age Distribution for Adults Enrolled in Career and Continuing Education Classes During 1973-74 and 1974-75

Age	1973-74		1974-75	
	N	%	N	%
16 - 18	15	3.1	27	5.6
19 - 20	19	4	30	6.3
21 - 22	36	7.6	37	7.7
23 - 30	134	28.5	119	24.9
31 - 40	107	22.8	85	17.8
41 - 50	72	15.3	75	15.7
51 - 60	45	9.5	51	10.7
61 - 65	23	4.9	24	5
66 and over	18	3.8	27	5.6

Federal guidelines has caused some unevenness in the distribution of these services. Less attention was given to the post-secondary student. Slight emphasis was given to students in parochial schools. The Project should strongly consider these groups when setting priorities for the 1975-76 year.

11. To Determine if Full-Time and Part-Time Educators are Aware of and Understand Career Education and the Resources in the Western Wisconsin Technical Institute

Products Data. In September, 1974, the Project conducted an in-service session for the part-time instructors who would staff many of the adult evening courses. Response to this in-service session was positive. A large majority felt that the content of the workshop was relevant to their needs (median = 4.2 on a scale where 5 was strongly agree). A significant portion of this in-service program was devoted to career education and career education applications at the adult level. (See a copy of the agenda in the second quarterly report for the Project.) The participants' reactions to the information on career education was positive. More than half felt that the information on career education would be helpful in their teaching (median = 4.1 on a 5 point scale where 4 = agree and 5 = strongly agree).

Adults enrolled in courses taught by part-time teachers responded to the Adult Survey at the end of December, 1974. More than two-thirds said that they understood career education, 5% said that they did not, and 26% omitted the imte. (A summary of the Adult Survey data is given in Appendix C and was also reported in the second interim report.) The responses of adults in the survey related to their awareness of the services provided by the Project are summarized in Table 19. Responses indicated that a majority of the persons in the adult evening classes had heard of the Career and Continuing Education programs and activities sponsored by Western Wisconsin Technical Institute and the Project. More than one-half of the participants in the survey indicated that they had received information or heard about Career and Continuing Education Programs at least twice (item 17.a). A similar response was received related to information for Career and Continuing Education Programs for adults. However, respondents indicated that they had received less information (median = 1.4) on services and programs for students in grades K through 12. A majority also indicated that they had heard of the Career and Continuing Education Resource Centers in the Project and that they were aware of the activities of these Centers. (See the median for items 19 and 20.)

A summary of the responses to similar items in the 1973-74 evaluation is presented in Table 19. Responses to the frequency with which information was received on activities and services coming from the Project were very similar in the two surveys. Respondents in the 1974-75 survey indicated that slightly less information was received on career education programs for students in elementary and secondary schools. However, they reported more information in programs for adults (item 17.c). Almost identical levels of information were reported for articulation activities (18), activities of the Career and Continuing Education Resource Centers (20a), receipt of information on career counseling for adults (20b), and receipt of information on career counseling for students (20c).

Table 19

Awareness of Adults Enrolled in Career and Continuing Education Courses in 1973-74 and 1974-75 of Services Provided by Project and Project Staff

	Frequency Information Received			
	1973-74		1974-75	
Activity/Service	Median	IQR	Median	IQR
17. a. Regarding career and continuing education programs provided by WWTI.	---	---	3.0*	2.1
b. For students in grades K-12?	2.6	2.0	1.4	2.1
c. For adults in western Wisconsin?	2.9	1.7	3.5	1.5
18. Indicating the possibility of coordinating high school and technical institute programs?	1.7	1.8	1.5	1.7
19. Related to the career and continuing education resource centers in western Wisconsin?	2.4	2.0	2.4	2.1
20. Related to: a. The activities of these centers?	2.3	1.9	2.0	2.0
b. Career counseling for adults?	1.5	1.5	1.6	1.7
c. Career counseling for students?	1.9	2.0	1.9	2.1

* 1 = Never; 2 = 1; 3 = 2-3; 4 = 4-5; 5 = 6 or more.

Interviews conducted in LaCrosse and the Mauston area revealed that the counselors, teachers, and administrators with whom the career and continuing education coordinator worked most directly were familiar with the services and resources available in the Project. The less direct contact an individual in school had with coordinator, the less informed the person was concerning the Project resources. There appeared, however, to be an adequate dissemination of information from the contact people to their staff concerning the resources available. One limitation to the data collected in the Third Party Evaluators' interviews, however, is the fact that, for the most part, persons involved in career education activities were interviewed. It is likely that those who are not as directly involved in career education activities had a lesser level of information related to the resources available through the Project.

The majority of the adults involved in the adult evening survey indicated that they had received at least one item of information on most activities and services provided by the Career and Continuing Education Resource Centers developed through the Project. Most teachers, counselors and administrators interviewed indicated that they were aware of the services and resources available to them through the Centers.

There would appear to be opportunity for improvement in the dissemination of information. This problem should be attacked at all levels. The adult evening classes would seem to provide a good vehicle for disseminating information on the services available through the Career and Continuing Education Centers. The Project staff should consider directing more efforts at providing additional information for their adult evening instructors on services and activities related to the Project. At the elementary, secondary and post-secondary levels, additional communication channels need to be investigated. Considerable interest was displayed during the interviews in relation to the resource guides produced by the Project through the summer workshops. Reproducing additional copies of these and disseminating them to teachers in the participating schools would enhance communications. Also, short checklists and other devices for teachers to indicate what resources they would like to utilize from the Career and Continuing Education Centers could be helpful in disseminating the resources available through the Project.

In summary, considering the constraints to communications in modern school systems, the Third Party Evaluators feel that the Project staff is doing an adequate job of disseminating information to its publics on the activities, resources, and services related to the Career and Continuing Education Resource Centers developed through the Project.

Project Staff and Project Management

During the past project year, the Third Party Evaluators have had a number of opportunities to meet with one or more staff members from the Project. The content of these meetings has been varied. Early in the year, the Third Party Evaluators met with the Project staff concerning planning for the year. During January and February, the Third Party Evaluators reviewed evaluation plans and Project activities with staff members. In

February and March, the evaluation team had an opportunity to review some of the equipment and software received by the Project.

Based on these meetings, it is the conclusion of the Third Party Evalators that the Project staff works together effectively as a team. Each member has specific interests and strengths. The Project Director, Robert Pendleton, has been able to effectively blend these interests and strengths into an effective team.

In September, the staff was requested to significantly revise its objectives for the project year. The evaluation team has observed other project staffs under similar conditions and frequently found negative reactions which have carried over for a long period of time and significantly affected activities during much of the ensuing year. The WWTI Career Education team was somewhat disappointed and concerned about the changes, however, they quickly set to the task of revising their objectives and activities. There appeared to be good resiliency in the staff and the ability to bounce back with enough energy and sense of purpose to carry out the new activities required.

Another strategy utilized by the project which should be mentioned is the allocation of financial resources. During the past year, most of the Federal monies have been allocated to the acquisition of software, hardware, and the operation of the mobile unit. A small amount of the Federal budget has been assigned to salaries. It is the feeling of the Third Party Evaluators that this is a logical strategy. Once the Project has been completed, there will not be a significantly large amount of salary dollars to be picked up by Western Wisconsin Technical Institute. Thus, the transition of the Project activities into the operational part of the WWTI budget should be easier to make. The present investment in capital items will extend and have impacts for a number of years after the completion of the Project.

It is the conclusion of the Third Party Evaluators that the Western Wisconsin Technical Institute Career Education Project is effectively and efficiently managed.

Summary

A summary of the evaluation results is presented in Table 20. In this Table, the Third Party Evaluators have made judgments based upon the data available to them. The scope of the evaluation, data collection procedures and analyses have been presented in Parts I, II, and III of this report. These sections need to be reviewed in order to totally comprehend the synthesis presented in Table 20.

The eleven major objectives the Third Party Evaluators contracted evaluate are listed in the left hand column in the Table. In addition, a twelfth area, Project Management, was added since management activities directly influenced the attainment of the first eleven objectives. The Third Party Evaluators' judgment of the degree of accomplishment on each objective is presented on the right-hand side. The judgment levels range from "none" which indicates no impact or accomplishment in an area to "completely" which would reflect total attainment of that objective within the scope of the total Project.

On the first four objectives, it was found that the Projects' activities had some impacts. Information available on student self-awareness, awareness and knowledge of work, competency in career decision-making, and job placement indicated that the Project had initiated a number of valid activities and that there were positive results coming from these activities. The data also indicated that there was considerable room for improvement in each of the four areas defined by these objectives. During the ensuing year, the Project staff needs to be concerned with continuing the in-service dissemination of career education content and activities as well as sustaining support services for the teachers in the district. It should be noted that the small gain found in the evaluation could be the results of a lack of sensitivity in the measuring instruments and/or the fact that career development may be very slow in developing in most individuals.

It was the conclusion of the Third Party Evaluators that the Project's activities in extending job preparation opportunities, establishing a career education learning system throughout the district, and making the residents aware of change were effective. The information in the evaluation suggested that the Project had made considerable progress in attaining these objectives.

Analysis of the Project's financial expenditures indicated that logical decisions had been made during the project year. The decision to stress the acquisition of software and hardware to the exclusion of investing heavily in salaries appeared to be a wise one. Also, it was the conclusion of the Third Party Evaluators that more money could have been expended at grade levels 13 and 14.

It was the judgment of the Third Party Evaluators that the Project had attained its objective on expanding its services and resources. This judgment was made within the context of the financial and human resources available to the Project.

A good start was made during the year on developing in-service training experiences for the part-time teachers who staff the adult evening courses offered through the Career and Continuing Education Centers. However, the in-service sessions involved a small number of the total staff utilized in the evening program. A future challenge to the Project staff is to widen the exposure of their part-time staff to career education content and activities.

The accessibility of career education through the Project was extensive. The mobile unit visited most of the schools in the district and also a number of other institutions and events. Project staff members were very active in contacting educators and residents throughout the district and in serving their needs.

Based on the Third Party Evaluators' contacts with the Project staff members and a review of their activities, the management of the Project was judged to be effective. The Project staff members were able to re-define their goals and re-orient their activities approximately one-fourth of the way through the project year without great disruption to their motivation and the program. Project reports were consistently on time and staff responded to the requests of the Third Party Evaluators without delay.

Overall, the Third Party Evaluators concluded that the Project had a successful year. The services provided by the Project were a valuable addition to the schools throughout the district. In addition, these services played an important role in the further development of career education programs in the schools involved with the project.

Table 20

Summary of Evaluation Results

Objectives	Judgement					
	Page	None	Slight	Some	Considerable	Completely
1. Self-Awareness	1			X		
2. Awareness and Knowledge of Work	10					
Grade 3				X		
Grade 6				X		
Grade 9				X		
Grade 12			X			
3. Competency in Career Decision-Making	16					
Grade 9				X		
Grade 12		X				
Grade 13 and 14			X			
4. Placement	21			X		
5. Expand Job Preparation Opportunities	23				X	
6. Financial Expenditures	24	Okay, however, more could have been expended at levels 13 & 14				
7. Establishment of a Learning System	26				X	
8. Residents' Awareness of Change	29				X	
9. Expansion of Services and Resources	30					X
10. Accessibility of Career Education	32				X	
11. Part-time Educators' Awareness and Understanding of Career Education	33			X		
12. Project management	36					X

#Does not include any data on the Career Corps Experiment at New Lisbon. III-38

Appendix A

Work Statement

WORK STATEMENT FOR INCLUSION IN SUBCONTRACTS FOR THIRD-PARTY EVALUATION OF PROJECTS SUPPORTED UNDER SECTION 142(c) OF PART D OF PUBLIC LAW 90-576

Background: The Western Wisconsin Technical Institute has been awarded a grant from the U.S. Office of Education to conduct an Exemplary Project in Vocational Education. The grant, although initially planned as a 3-year project, is renegotiated annually; and its continuation depends on the availability of funds under Section 142(c) of Part D, Vocational Education Amendments of 1968, P.L. 90-576, and on the extent to which the grantee agency or institution is experiencing success in achieving the objectives of the project. The Rules and Regulations establishing the legal requirements under which the project will be operated read:

> "Each program or project proposal shall include an evaluation plan to be carried out by a third party for the purpose of evaluating the effectiveness of the program or project. Such a plan shall describe the steps by which the grantee will
>
> (1) Determine the extent to which the objectives of the program or project have been accomplished;
>
> (2) Determine what factors either enabled or precluded the accomplishment of these objectives; and
>
> (3) Promote the inclusion of the successful aspects of the program or project into vocational education programs supported with funds other than those provided under the grant."
>
> (Section 103.24(d), F.R. Vol. 39, No. 159)

Accordingly, this request is for the purpose of securing and subcontracting with a third party agency or institution for the evaluation of the "Implementation of a Program and Delivery System for Comprehensive Career Education in a Rural Area" project in La Crosse, Wisconsin. The "Implementation of a Program and Delivery System for Comprehensive Career Education in a Rural Area" project is entering its second year of project operation. During this year, it will involve the participation of approximately 900 students in Grades K-3; 900 students in Grades 4-6; 100 students in Grades 7-9; and 100 students in Grades 10-14.

Attached is an overview of the project which has been prepared in accordance with the requirements outlined in Chapter III of the document, Draft Guidelines for the Evaluation of Career Education Programs.

Scope of Work: The offeror shall provide the personnel, materials (including tests), data analysis services, and other necessary supporting services to evaluate the effectiveness of the Part D project in specific school districts within the Western Wisconsin Vocational, Technical and Adult Education District with headquarters in La Crosse, Wisconsin. In accomplishing this, the work during the current year shall include but not be limited to measures of the following:

(1) The extent to which students who have participated in the project demonstrate an increase in self-awareness in Grade levels 3, 6, and 9;

(2) The extent to which students who have participated in the project demonstrate an increased awareness of and knowledge about work at Grade levels 3, 6, 9, and 12;

(3) The extent to which students who have participated in the project demonstrate increased competency in career decision-making skills at Grade levels 9 and 12;

(4) The extent to which students who participated in the project and who left the project schools were placed in a paid occupation, in further education, or in unpaid work that was consistent with their then current career choice, at all grade levels by school year.

(5) The extent to which the number and type of job preparation opportunities (including work experience and cooperative education opportunities) have been expanded for young people in Grades 10 through 14; and

(6) The financial resources from Section 142(c) of Part D of P.L. 90-576, that were expended at each of the Grade level breakouts: K-3, 4-6, 7-9, 10-12, and 13-14 for the current school year.

In addition to the above stated measures of project effectiveness, the Western Wisconsin Technical Institute wishes to have the offeror measure the extent to which the following additional objectives have been achieved:

(1) To build a learning system which is able to present career and continuing education clearly, concisely, completely and affirmatively.

(2) To make District residents aware of the constant and continuing technological, societal and demographic changes which affect people's educational needs and desires.

(3) To expand the services from and resources in the career and continuing education resource centers.

(4) To make comprehensive career education readily accessible to all residents of the District by utilizing the careermobile and career centers fully.

(5) To make all full-time and part-time educators aware of and understand career education and the resources of Western Wisconsin Technical Institute.

In preparing a bid for this evaluation, the offeror must adhere to the following aspects of the enclosed document, "Draft Guidelines for the Evaluation of Career Education Programs" in their entirety:

(1) Chapter II, Plan for Evaluating Career Education, including the preparation and delivery of the Evaluation Worksheet, page 20;

(2) Chapter IV, Completion of Outcome Question/Treatment Group Matrix (Table 4H), including pages 40-46, and the preparation and delivery of the Treatment Group--Outcome Area Table (4F), pages 37-49;

(3) Chapter V, Formulating the Evaluation Questions and Specifying the Evaluation Design;

(4) Chapter VI, Measuring Outcome Variables: Specifying Data Sources and Instruments. Where they exist, the offeror shall select from and use validated instruments of the quality of those shown in Table VI-A, pages 64 through 66. Where the offeror proposes to deviate from this requirement, a case must be made that the grantee organization wishes to measure outcomes in addition to the minimum requirements for this year, pages 2 and 3 for which validated instruments are not available;

Appendix B

Third Grade Picture Test

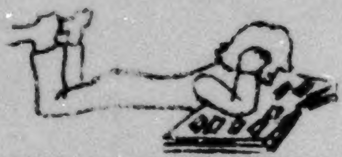
NAME

yes ☒

☐

no ☐

16



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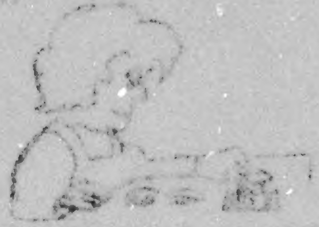

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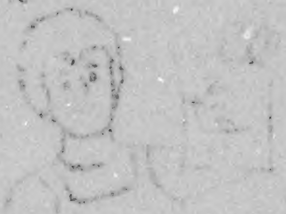

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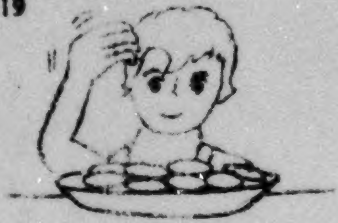

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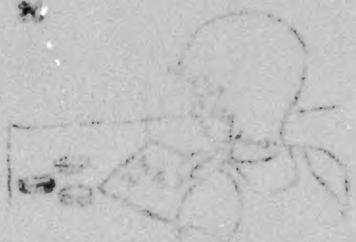

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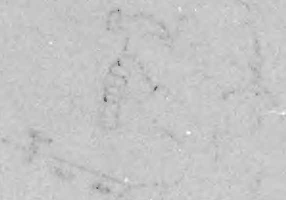

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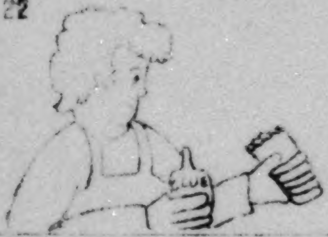

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? ☐

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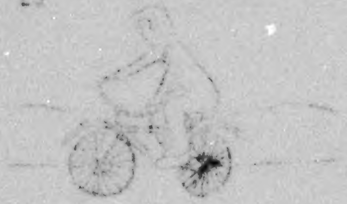

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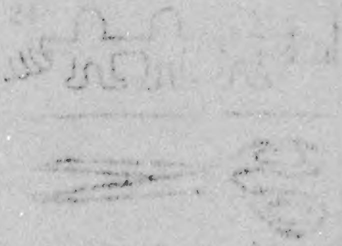

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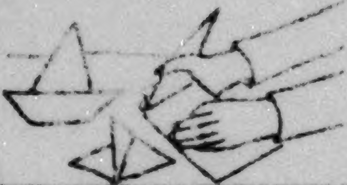

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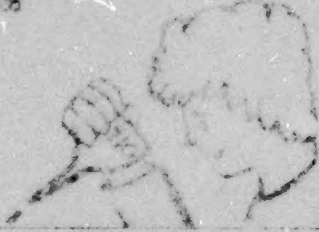

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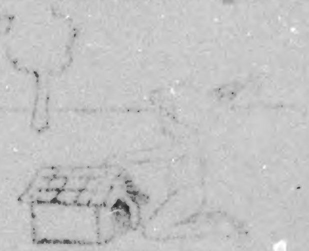

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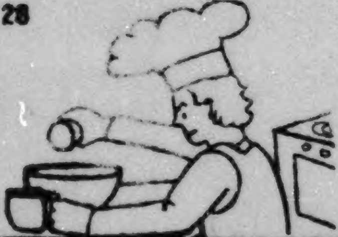

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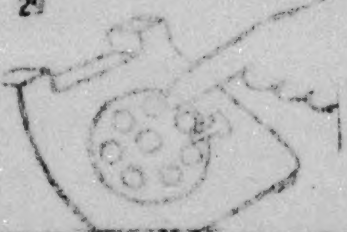

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? ☐

no ☐

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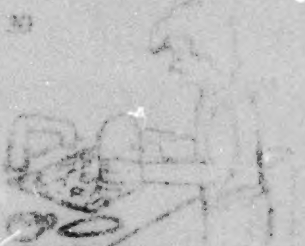

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I.D.

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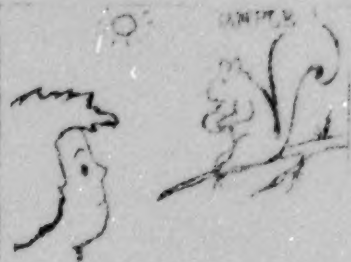

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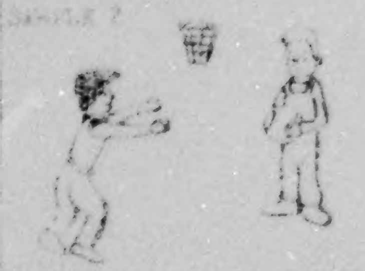

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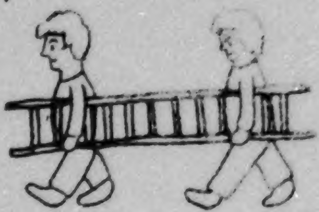

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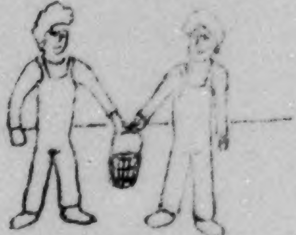

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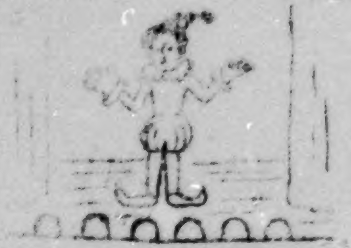

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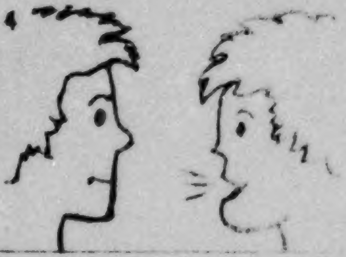

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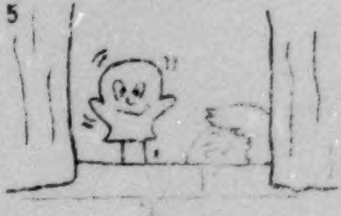

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? ☐
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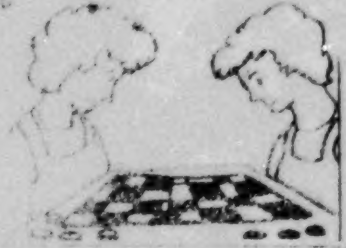

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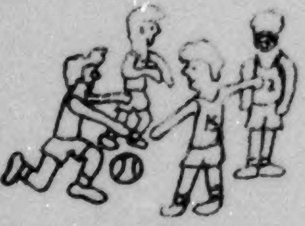

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? ☐
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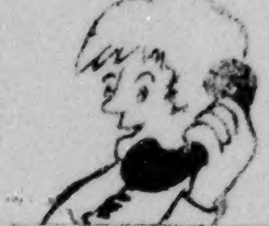

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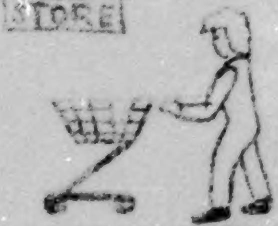

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? ☐
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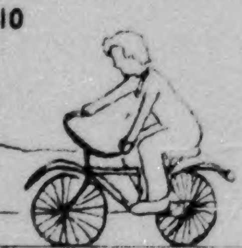

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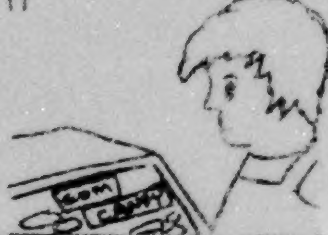

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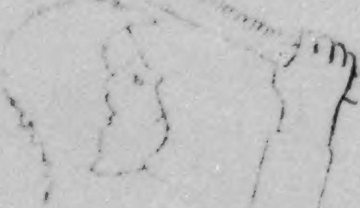

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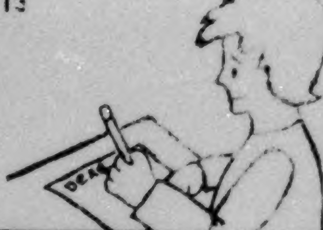
13



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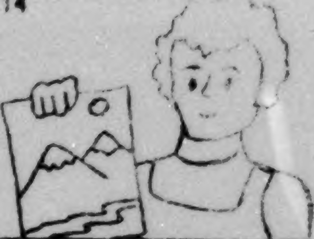
14



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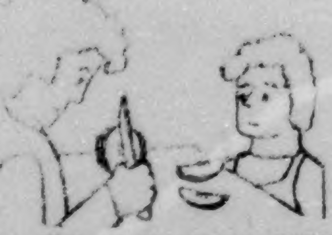

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? ☐
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Student perception of self relating to	TEST FORM Self Awareness: Items relating to people, data and things Key 1 - yes 2 - undecided 3 - no	How Well student perception of skill	How much interest student perception of how much they like the activity	Items showing male sex bias	Items showing female sex bias
People	1. Are you good at helping a friend?	1		1	
	2. In working and playing, are you good at co-operating with others?	2		2	
	3. Are you good at making others laugh?	3			
	4. Are you good at stopping a fight or argument and helping the people "make-up?"	4			
	5. Can you be a good puppet in a puppet show?	5			
	6. Do you like to teach others how to play a game?		6		
	7. Do you like to play with a group?		7		
	8. Do you like to talk on the phone?		8		8
	9. Do you feel good when you help with the shopping?		9		9
	10. Do you like to ride by yourself?		10		
Data	11. Are you good at deciding things for yourself?	11			
	12. Can you measure things well?	12			
	13. Can you write good letters or notes to your friends?	13			13
	14. Can you draw well?	14			
	15. Are you good at dividing things?	15			
	16. Do you like to read the funny paper?		16		
	17. Do you like to count money? Can you count money well?		17		
	18. Do you feel good when you do all your math paper?		18		
	19. When you see a plate of cookies can you pick the biggest one?	19		19	
	20. Do you like to add all your money to see how much you have?	20			
hings	21. Are you good at hammering nails into boards?	21		21	
	22. Can you fix things that are broken?	22		22	
	23. Can you ride a bike well?	23			
	24. Are you good at cutting with scissors?	24			
	25. Can you fold paper well?	25			
	26. Do you like to use things that have wind-up or electric motors?		26	26	
	27. Do you like to put things together?		27	27	
	28. Do you like to put things together that have many small parts?		28		28
	29. Can you dial a phone to get the right number?	29			
	30. Do you like to wash dishes?		30		30

CONTENT VALIDITY CHECK

Answer Key: 1 = Yes
2 = ? Undecided
3 = No

#1 - 10 are people questions
#11 - 20 are data questions
#21 - 30 are things questions

How well questions:
1, 2, 3, 4, 5, 11, 12, 13, 14, 15, 19
21, 22, 23, 24, 25, 29

Male bias questions:
1, 2, 19, 21, 22, 26, 27

Do you like questions:
5, 6, 7, 8, 9, 10, 16, 17, 18, 20, 26
27, 28, 30

Female bias questions:
8, 9, 13, 28, 30

Appendix C

Adult Evening Survey Form and Results

TABLE 1

QUESTIONNAIRE

For Career and Continuing Adult Education

Evening Programs (Total)

Key: N/%

To serve residents of the Western Wisconsin VTAE District better, we ask you to complete this questionnaire.

1. Course you are taking: Title ____________ No. ______
2. Should this course be continued? 465/97% Yes 5/1% No
   8/1.6% Omits
3. Is it a good course? 470/98.1% Yes 6/1.2% No 3/.6% Omits
   Is it well taught? 433/90.3% Yes 14/2.9% No 32/6.6% Omits
4. What course would you be interested in taking in the future? 306/63.8%
   173/36.1% Omits
5. Can you suggest a new course you would like WWTI to offer? 109/22.7%
   370/77.2% Omits
6. Did you learn about this course from:
   - a. 185/38.6% newspaper
   - b. 13/ 2.7% radio
   - c. 29/ 6.0% instructor
   - d. 14/ 2.9% night school supervisor
   - e. 91/18.9% a brochure
   - f. 119/24.8% a friend
   - g. 19/ 3.9% another source
   - 9/ 1.8% Omits

Directions: Please respond to the following items. Most require only a check mark. This information will be used to improve the adult evening programs and career education services.

7. Which of the following best describes the area in which you live?
   - a. 154/32.1% Rural
   - b. 48/10.0% Town: Less than 1,000
   - c. 86/17.9% Town: 1,000 - 1,999
   - d. 117/24.4% Town: 2,000 - 9,999
   - e. 66/13.7% City: 10,000 or more
   - 7/ 1.4% Omits
8. Sex:
   - a. 341/71.1% Female 137/28.6% Male 1/.2% Omits
9. Marital status:
   - a. 336/70.1% Married
   - b. 117/24.4% Single
   - c. 7/1.4% Separated
   - d. 13/2.7% Divorced
   - 6/1.2% Omits
10. How many children do you have?
    - a. 167/34.8% None
    - b. 52/10.8% One
    - c. 175/36.5% Two-Three
    - d. 52/10.8% Four-Five
    - e. 28/ 5.8% Six or more
    - 4/ .8% Omits
11. If you have children in school, in what grades are they enrolled? Check all that apply.
    - a. 92/19.2% K - 3
    - b. 80/16.7% 4 - 6
    - c. 79/16.4% 7 - 9
    - d. 76/15.8% 10 -12
    - e. 16/3.3% Vocational-Technical School
    - f. 33/6.8% College
    - g. 12/2.5% Other

12. In which of the following age groups do you fall?

a. 27/ 5.64% 16 - 18
b. 30/ 6.26% 19 - 20
c. 37/ 7.72% 21 - 22
d. 119/24.84% 23 - 30
e. 85/17.75% 31 - 40
f. 75/15.66% 41 - 50
g. 51/10.65% 51 - 60
h. 24/ 5.01% 61 - 65
i. 27/ 5.64% 66 and over

13. What do you see as the main purpose of secondary education (grades 7 - 12)? Check one.

a. 172/35.9% Prepare for a job
b. 195/40.7% Develop intellectual skills
c. 20/ 4.1% Develop hobbies and leisure time skills
d. 28/ 5.8% Attain self-satisfaction
e. 17/ 3.5% Learn how to get along better with people
f. 19/ 3.9% Other: ____________
28/ 5.8% Omits

14. What do you see as the main purpose of adult education?

a. 75/15.6% Prepare for a job
b. 121/25.2% Develop intellectual skills
c. 133/27.7% Develop hobbies and leisure time skills
d. 103/21.5% Attain self-satisfaction
e. 5/ 1.0% Learn how to get along better with people
f. 22/ 4.5% Other: ____________
20/ 4.1% Omits

15. What is your highest level of formal education?

a. 1/ .20% Less than eighth grade
b. 7/ 1.46% Eighth grade
c. 4/ .84% Some high school
d. 16/ 3.34% High school graduate
e. 62/12.94% Vocational diploma or certificate
f. 83/17.33% Associate degree (A.A. or A.S.)
g. 8/ 1.67% Some college
h. 38/ 7.93% Bachelor's Degree
i. 182/38.00% Master's Degree
j. 41/ 8.56% Doctor's Degree
k. 30/ 6.26% Other: ____________

16. Did you enroll in any adult evening courses during the last school year (September, 1973 - May, 1974)?

189/39.4% Yes 278/58% No 12/2.5% Omits

17-20 How many times have you heard or received information --

Activity/Service	Frequency Information Received	
	Median	IQR
17. a. Regarding career and continuing education programs provided by WWTI.	2.99* 2.99*	2.12 2.12
b. For students in grades K - 12?	1.42	2.14
c. For adults in western Wisconsin	3.46	1.54

* 1 = Never; 2 = 1; 3 = 2-3; 4 = 4-5; 5 = 6 or more

How many times have you heard or received information --

		Frequency Information Received	
		Median	IQR
18.	Indicating the possibility of coordinating high school and technical institute programs?	1.52	1.67
19.	Related to the career and continuing education resource centers in western Wisconsin?	2.40	2.11
20.	Related to: a. The activities of these centers?	2.03	2.04
	b. Career counseling for adults?	1.64	1.73
	c. Career counseling for students?	1.89	2.13

21-29 Please give your opinions related to the following statements. Respond as you feel.

	Statement	Response		
		No	Yes	Omits
21.	Do you understand that "career education" encompasses all education: professional, technical, vocational? If you do not, omit questions 21 and 22.	25 5.2%	329 68.6%	125 26.0%
22.	Do you feel that a real need exists for career education for youth in western Wisconsin?	18 3.7%	368 76.8%	93 19.4%
23.	Do you feel that a real need exists for career education for adults in western Wisconsin?	31 6.4%	394 82.2%	54 11.2
24.	Are you interested in enrolling in a vocational course(s) to improve performance on your present job?	215 44.8%	208 43.4%	56 11.6%
25.	Are you interested in enrolling in a vocational course(s) to prepare for another job?	238 49.6%	177 36.9%	64 13.3%
26.	Do you feel a real need exists for vocational education for youth in western Wisconsin?	27 5.6%	403 84.1%	49 10.2%
27.	Do you feel a real need exists for vocational education for adults in western Wisconsin?	31 6.4%	400 83.5%	48 10.0%
28.	Considering your present occupation and life style, would you participate in avocational education related to hobbies, etc., if the avocational course(s) were available?	68 14.1%	364 75.9%	47 9.8%
29.	Do you feel career counseling would be beneficial to you? (Assistance in identifying possible jobs you would like and the training required to obtain these jobs, etc.)	193 40.2%	225 46.9%	61 12.7%

Thank you for responding. Please turn in your survey form to the person who gave it

QUESTIONNAIRE

For Career and Continuing Adult Education

Evening Programs (Eighth Grade Education Level)

Key: N/%

To serve residents of the Western Wisconsin VTAE District better, we ask you to complete this questionnaire.

1. Course you are taking: Title ________ No. ________
2. Should this course be continued? 30/100% Yes ________ No ________ Omits
3. Is it a good course? 30/100% Yes ________ No ________ Omits
   Is it well taught? 28/93.3% Yes ________ No 2/ 6.6% Omits
4. What course would you be interested in taking in the future? 18/60.0%
   12/40.0% Omits
5. Can you suggest a new course you would like WWTI to offer? 1/ 3.3%
   29/96.6% Omits
6. Did you learn about this course from:

   a. 9/30.0% newspaper
   b. 2/ 6.6% radio
   c. 3/10.0% instructor
   d. 0 night school supervisor
   e. 10/33.3% a brochure
   f. 1/ 3.3% a friend
   g. 0 another source
   1/ 3.3% Omits

Directions: Please respond to the following items. Most require only a check mark. This information will be used to improve the adult evening programs and career education services.

7. Which of the following best describes the area in which you live?

   a. 15/50.0% Rural
   b. 6/20.0% Town: Less than 1,000
   c. 5/16.6% Town: 1,000 - 1,999
   d. 2/ 6.6% Town: 2,000 - 9,999
   e. 2/ 6.6% City: 10,000 or more
   0 Omits

8. Sex:

   a. 19/63.3% Female 11/36.6% Male 0 Omits

9. Marital status:

   a. 27/90.0% Married
   b. 2/ 6.6% Single
   c. 0 Separated
   d. 1/ 3.3% Divorced
   0 Omits

10. How many children do you have?

   a. 5/16.6% None
   b. 1/ 3.3% One
   c. 13/43.3% Two-Three
   d. 4/13.3% Four-Five
   e. 4/13.3% Six or more
   3/ 9.9% Omits

11. If you have children in school, in what grades are they enrolled? Check all that apply.

   a. 1/ 3.3% K - 3
   b. 2/ 6.6% 4 - 6
   c. 5/16.6% 7 - 9
   d. 3/10.0% 10 -12
   e. 2/ 6.6% Vocational-Technical Schoo
   f. 3/10.0% College
   g. 1/ 3.3% Other

12. In which of the following age groups do you fall?

a. 0 16 - 18
b. 0 19 - 20
c. 1/ 3.3% 21 - 22
d. 1/ 3.3% 23 - 30
e. 0 31 - 40
f. 10/33.3% 41 - 50
g. 6/20.0% 51 - 60
h. 6/20.0% 61 - 65
i. 6/20.0% 66 and over

13. What do you see as the main purpose of secondary education (grades 7 - 12)? Check one.

a. 13/43.3% Prepare for a job
b. 7/23.3% Develop intellectual skills
c. 3/10.0% Develop hobbies and leisure time skills
d. 3/10.0% Attain self-satisfaction
e. 1/ 3.3% Learn how to get along better with people
f. 2/ 6.6% Other: ____
1/ 3.3% Omits

14. What do you see as the main purpose of adult education?

a. 4/13.3% Prepare for a job
b. 5/16.6% Develop intellectual skills
c. 12/40.0% Develop hobbies and leisure time skills
d. 5/16.6% Attain self-satisfaction
e. 0 Learn how to get along better with people
f. 1/ 3.3% Other: ____
3/10.0% Omits

15. What is your highest level of formal education?

a. ____ Less than eighth grade
b. 30/100% Eighth grade
c. ____ Some high school
d. ____ High school graduate
e. ____ Vocational diploma or certificate
f. ____ Associate degree (A.A. or A.S.)
g. ____ Some college
h. ____ Bachelor's Degree
i. ____ Master's Degree
j. ____ Doctor's Degree
k. ____ Other: ____

16. Did you enroll in any adult evening courses during the last school year (September, 1973 - May, 1974)?

17/56.6% Yes 12/40.0% No 1/3.3% Omits

17-20 How many times have you heard or received information --

Activity/Service	Frequency Information Received	
	Median	IQR
17. a. Regarding career and continuing education programs provided by WWTI.	3.00*	2.40
b. For students in grades K - 12?	2.25	1.75
c. For adults in western Wisconsin	2.50	1.67

*1 = Never; 2 = 1; 3 = 2-3; 4 = 4-5; 5 = 6 or more

How many times have you heard or received information --

		Frequency Information Received	
		Median	IQR
18.	Indicating the possibility of coordinating high school and technical institute programs?	2.00	1.94
19.	Related to the career and continuing education resource centers in western Wisconsin?	2.20	1.93
20.	Related to:		
	a. The activities of these centers?	2.00	1.00
	b. Career counseling for adults?	2.13	1.94
	c. Career counseling for students?	2.13	1.06

21-29 Please give your opinions related to the following statements. Respond as you feel.

		Response		
	Statement	No	Yes	Omits
21.	Do you understand that "career education" encompasses all education: professional, technical, vocational? If you do not, omit questions 21 and 22.	0	9 28.1%	23 71.8%
22.	Do you feel that a real need exists for career education for youth in western Wisconsin?	1 3.1%	17 53.1%	14 43.7%
23.	Do you feel that a real need exists for career education for adults in western Wisconsin?	1 3.1%	23 71.8%	8 25.0%
24.	Are you interested in enrolling in a vocational course(s) to improve performance on your present job?	9 28.1%	13 40.6%	10 31.2%
25.	Are you interested in enrolling in a vocational course(s) to prepare for another job?	13 40.6%	7 21.8%	12 37.5%
26.	Do you feel a real need exists for vocational education for youth in western Wisconsin?	2 6.2%	19 59.3%	11 34.3%
27.	Do you feel a real need exists for vocational education for adults in western Wisconsin?	1 3.1%	23 71.8%	8 25.0%
28.	Considering your present occupation and life style, would you participate in avocational education related to hobbies, etc., if the avocational course(s) were available?	6 18.7%	16 50.0%	10 31.2%
29.	Do you feel career counseling would be beneficial to you? (Assistance in identifying possible jobs you would like and the training required to obtain these jobs, etc.)	8 25.0%	11 34.3%	13 40.6%

Thank you for responding. Please turn in your survey form to the person who gave it

QUESTIONNAIRE

For Career and Continuing Adult Education

Key: N/%

Evening Programs - (Some High School)

To serve residents of the Western Wisconsin VTAE District better, we ask you to complete this questionnaire.

1. Course you are taking: Title ______________________ No. ________

2. Should this course be continued? 38/92.6 Yes 0/0% No 2/ 4.8% Omits

3. Is it a good course? 41/100.0% Yes 0/0% No 0/0% Omits
   Is it well taught? 39/ 95.1% Yes 1/ 2.4% No 1/ 2.4% Omits

4. What course would you be interested in taking in the future? 20/48.7% 21/51.2% Omits

5. Can you suggest a new course you would like WWTI to offer? 9/21.9% 32/78.0% Omits

6. Did you learn about this course from:
   - a. 13/31.7% newspaper
   - b. 0/00.0% radio
   - c. 4/ 9.7% instructor
   - d. 5/12.1% night school supervisor
   - e. 8/19.5% a brochure
   - f. 5/12.1% a friend
   - g. 5/12.1% another source
   - 1/ 2.4% Omits

Directions: Please respond to the following items. Most require only a check mark. This information will be used to improve the adult evening programs and career education services.

7. Which of the following best describes the area in which you live?
   - a. 16/39.0% Rural
   - b. 3/ 7.3% Town: Less than 1,000
   - c. 9/21.9% Town: 1,000 - 1,999
   - d. 9/21.9% Town: 2,000 - 9,999
   - e. 2/4.8% City: 10,000 or more
   - 1/ 2.4% Omits

8. Sex:
   a. 24/58.5% Female 17/41.4% Male 0/0% Omits

9. Marital status:
   - a. 25/60.9% Married
   - b. 14/34.1% Single
   - c. 1/ 2.4% Separated
   - d. 0/0% Divorced
   - 1/ 2.4% Omits

10. How many children do you have?
    - a. 12/29.2% None
    - b. 7/17.0% One
    - c. 15/36.5% Two-Three
    - d. 2/ 4.8% Four-Five
    - e. 5/12.1% Six or more
    - 0/0% Omits

11. If you have children in school, in what grades are they enrolled? Check all that apply.
    - a. 10/24.3% K - 3
    - b. 10/24.3% 4 - 6
    - c. 9/21.9% 7 - 9
    - d. 10/24.3% 10 - 12
    - e. 1/ 2.4% Vocational-Technical School
    - f. 2/ 4.8% College
    - g. 1/ 2.4% Other

12. In which of the following age groups do you fall?

a. 13/31.71% 16 - 18
b. 2/ 4.88% 19 - 20
c. 0 21 - 22
d. 4/ 9.76% 23 - 30
e. 6/14.64% 31 - 40
f. 5/12.20% 41 - 50
g. 7/17.07% 51 - 60
h. 1/ 2.44% 61 - 65
i. 3/ 7.32% 66 and over

13. What do you see as the main purpose of secondary education (grades 7 - 12)? Check one.

a. 12/29.2% Prepare for a job
b. 15/36.5% Develop intellectual skills
c. 6/14.6% Develop hobbies and leisure time skills
d. 3/ 7.3% Attain self-satisfaction
e. 1/ 2.4% Learn how to get along better with people
f. 0/0% Other: ____________
4/ 9.7% Omits

14. What do you see as the main purpose of adult education?

a. 5/12.1% Prepare for a job
b. 11/26.8% Develop intellectual skills
c. 11/26.8% Develop hobbies and leisure time skills
d. 8/19.5% Attain self-satisfaction
e. 2/ 4.8% Learn how to get along better with people
f. 1/ 2.4% Other: ____________
3/ 7.3% Omits

15. What is your highest level of formal education?

a. ____________ Less than eighth grade
b. ____________ Eighth grade
c. 41/100.00% Some high school
d. ____________ High school graduate
e. ____________ Vocational diploma or certificate
f. ____________ Associate degree (A.A. or A.S.)
g. ____________ Some college
h. ____________ Bachelor's Degree
i. ____________ Master's Degree
j. ____________ Doctor's Degree
k. ____________ Other: ____________

16. Did you enroll in any adult evening courses during the last school year (September, 1973 - May, 1974)?

16/39.0% Yes 23/56.0% No 2/ 4.8% Omits

17-20 How many times have you heard or received information --

Activity/Service	Frequency Information Received	
	Median	IQR
17. a. Regarding career and continuing education programs provided by WWTI.	2.42*	1.58
b. For students in grades K - 12?	1.41	2.01
c. For adults in western Wisconsin	2.83	2.13

*1 = Never; 2 = 1; 3 = 2-3; 4 = 4-5; 5 = 6 or more

How many times have you heard or received information --

	Frequency Information Received	
	Median	IQR
18. Indicating the possibility of coordinating high school and technical institute programs?	1.47	1.69
19. Related to the career and continuing education resource centers in western Wisconsin?	1.72	1.93
20. Related to:		
a. The activities of these centers?	2.30	2.30
b. Career counseling for adults?	2.20	2.10
c. Career counseling for students?	1.70	2.45

21-29 Please give your opinions related to the following statements. Respond as you feel.

Statement	Response		
	No	Yes	Omits
21. Do you understand that "career education" encompasses all education: professional, technical, vocational? If you do not, omit questions 21 and 22.	4 9.7%	25 60.9%	12 29.2%
22. Do you feel that a real need exists for career education for youth in western Wisconsin?	1 2.4%	27 65.8%	13 31.7%
23. Do you feel that a real need exists for career education for adults in western Wisconsin?	3 7.3%	33 80.4%	5 12.1%
24. Are you interested in enrolling in a vocational course(s) to improve performance on your present job?	18 43.9%	15 36.5%	8 19.5%
25. Are you interested in enrolling in a vocational course(s) to prepare for another job?	18 43.9%	15 36.5%	8 19.5%
26. Do you feel a real need exists for vocational education for youth in western Wisconsin?	5 12.1%	29 70.7%	7 17.0%
27. Do you feel a real need exists for vocational education for adults in western Wisconsin?	6 14.6%	30 73.1%	5 12.1%
28. Considering your present occupation and life style, would you participate in avocational education related to hobbies, etc., if the avocational course(s) were available?	8 19.5%	27 65.8%	6 14.6%
29. Do you feel career counseling would be beneficial to you? (Assistance in identifying possible jobs you would like and the training required to obtain these jobs, etc.)	12 29.2%	21 51.2%	8 19.5%

Thank you for responding. Please turn in your survey form to the person who gave it to you.

QUESTIONNAIRE

For Career and Continuing Adult Education

Evening Programs (High School Level)

Key: N/%

To serve residents of the Western Wisconsin VTAE District better, we ask you to complete this questionnaire.

1. Course you are taking: Title ________________ No. ________

2. Should this course be continued? 177/97.2 Yes 3/ 1.6% No
2/ 1.0% Omits

3. Is it a good course? 177/97.2% Yes 4/ 2.1% No 1/ .5% Omits
Is it well taught? 165/90.6% Yes 5/ 2.7% No 12/ 6.5% Omits

4. What course would you be interested in taking in the future? 121/66.4%
61/33.5% Omits

5. Can you suggest a new course you would like WWTI to offer? 41/22.5%
141/77.4% Omits

6. Did you learn about this course from:

a. 78/42.8% newspaper
b. 4/ 2.1% radio
c. 7/ 3.8% instructor
d. 5/ 2.7% night school supervisor
e. 36/19.7% a brochure
f. 45/24.7% a friend
g. 5/ 2.7% another source
2/ 1.0% Omits

Directions: Please respond to the following items. Most require only a check mark. This information will be used to improve the adult evening programs and career education services.

7. Which of the following best describes the area in which you live?

a. 62/34.0% Rural
b. 16/ 8.7% Town: Less than 1,000
c. 34/18.6% Town: 1,000 - 1,999
d. 52/28.5% Town: 2,000 - 9,999
e. 15/ 8.2% City: 10,000 or more
3/ 1.6% Omits

8. Sex:

a. 141/77.4% Female 41/22.5% Male 0 Omits

9. Marital status:

a. 136/74.7% Married
b. 36/19.7% Single
c. 2/ 1.0% Separated
d. 7/ 3.8% Divorced
1/ .5% Omits

10. How many children do you have?

a. 48/26.3% None
b. 18/ 9.8% One
c. 77/42.3% Two-Three
d. 27/14.8% Four-Five
e. 12/ 6.5% Six or more
0 Omits

11. If you have children in school, in what grades are they enrolled? Check all that apply.

a. 51/28.0% K - 3
b. 34/18.6% 4 - 6
c. 35/19.2% 7 - 9
d. 38/20.8% 10 -12
e. 9/ 4.9% Vocational-Technical School
f. 11/ 6.0% College
g. 6/ 3.2% Other

12. In which of the following age groups do you fall?

a. 12/ 6.6% 16 - 18
b. 14/ 7.7% 19 - 20
c. 11/ 6.0% 21 - 22
d. 48/26.4% 23 - 30
e. 34/18.7% 31 - 40
f. 30/16.5% 41 - 50
g. 19/10.4% 51 - 60
h. 7/ 3.8% 61 - 65
i. 6/ 3.3% 66 and over

13. What do you see as the main purpose of secondary education (grades 7 - 12)? Check one.

a. 78/42.8% Prepare for a job
b. 76/41.7% Develop intellectual skills
c. 4/ 2.1% Develop hobbies and leisure time skills
d. 7/ 3.8% Attain self-satisfaction
e. 3/ 1.6% Learn how to get along better with people
f. 6/ 3.2% Other: ______
8/ 4.3% Omits

14. What do you see as the main purpose of adult education?

a. 32/17.5% Prepare for a job
b. 51/28.0% Develop intellectual skills
c. 49/26.9% Develop hobbies and leisure time skills
d. 39/21.4% Attain self-satisfaction
e. 1/ .5% Learn how to get along better with people
f. 8/ 4.3% Other: ______
2/ 1.0% Omits

15. What is your highest level of formal education?

a. 0 Less than eighth grade
b. 0 Eighth grade
c. 0 Some high school
d. 182/100% High school graduate
e. 0 Vocational diploma or certificate
f. 0 Associate degree (A.A. or A.S.)
g. 0 Some college
h. 0 Bachelor's Degree
i. 0 Master's Degree
j. 0 Doctor's Degree
k. 0 Other: ______

16. Did you enroll in any adult evening courses during the last school year (September, 1973 - May, 1974)?

73/40.1% Yes 105/57.6% No 4/ 2.1% Omits

17-20 How many times have you heard or received information --

Activity/Service		Frequency Information Received	
		Median	IQR
17. a.	Regarding career and continuing education programs provided by WWTI.	3.16*	1.91
b.	For students in grades K - 12?	1.56	2.20
c.	For adults in western Wisconsin	3.44	1.45

*1 = Never; 2 = 1; 3 = 2-3; 4 = 4-5; 5 = 6 or more

How many times have you heard or received information --

		Frequency Information Received	
		Median	IQR
18.	Indicating the possibility of coordinating high school and technical institute programs?	1.48	1.46
19.	Related to the career and continuing education resource centers in western Wisconsin?	2.20	2.03
20.	Related to: a. The activities of these centers?	1.79	1.84
	b. Career counseling for adults?	1.50	1.73
	c. Career counseling for students?	1.80	1.96

21-29 Please give your opinions related to the following statements. Respond as you feel.

	Statement	Response		
		No	Yes	Omits
21.	Do you understand that "career education" encompasses all education: professional, technical, vocational? If you do not, omit questions 21 and 22.	10 5.4%	129 70.8%	43 23.6%
22.	Do you feel that a real need exists for career education for youth in western Wisconsin?	5 2.7%	146 80.2%	31 17.0%
23.	Do you feel that a real need exists for career education for adults in western Wisconsin?	16 8.7%	149 81.8%	17 9.3%
24.	Are you interested in enrolling in a vocational course(s) to improve performance on your present job?	87 47.8%	76 41.7%	19 10.4%
25.	Are you interested in enrolling in a vocational course(s) to prepare for another job?	84 46.1%	73 40.1%	25 13.7%
26.	Do you feel a real need exists for vocational education for youth in western Wisconsin?	12 6.5%	159 87.3%	11 6.0%
27.	Do you feel a real need exists for vocational education for adults in western Wisconsin?	13 7.1%	156 85.7%	13 7.1%
28.	Considering your present occupation and life style, would you participate in avocational education related to hobbies, etc., if the avocational course(s) were available?	31 17.0%	138 75.8%	13 7.1%
29.	Do you feel career counseling would be beneficial to you? (Assistance in identifying possible jobs you would like and the training required to obtain these jobs, etc.)	70 38.4%	95 52.1%	17 9.3%

Thank you for responding. Please turn in your survey form to the person who gave it to you.

QUESTIONNAIRE

For Career and Continuing Adult Education

Key: N/%

Evening Programs - (Vocational Diploma)

To serve residents of the Western Wisconsin VTAE District better, we ask you to complete this questionnaire.

1. Course you are taking: Title ________________ No. ________
2. Should this course be continued? 38/100.0% Yes 0.0% No
0.0% Omits
3. Is it a good course? 38/100.0% Yes 0/0% No 0/0% Omits
Is it well taught? 35/ 92.1% Yes 1/ 2.6% No 2/ 5.2% Omits
4. What course would you be interested in taking in the future? 20/52.6%
18/47.3% Omits
5. Can you suggest a new course you would like WWTI to offer? 10/26.3%
28/73.6% Omits
6. Did you learn about this course from:

a. 17/44.7% newspaper
b. 1/ 2.6% radio
c. 1/ 2.6% instructor
d. 0/ 0.0% night school supervisor
e. 10/26.3% a brochure
f. 9/23.6% a friend
g. 0/00.0% another source
0/00.0% Omits

Directions: Please respond to the following items. Most require only a check mark. This information will be used to improve the adult evening programs and career education services.

7. Which of the following best describes the area in which you live?

a. 12/31.5% Rural
b. 4/10.5% Town: Less than 1,000
c. 6/15.7% Town: 1,000 - 1,999
d. 8/21.0% Town: 2,000 - 9,999
e. 8/21.0% City: 10,000 or more
0/00.0% Omits

8. Sex:

a. 31/81.5% Female 7/18.4% Male 0/0.00% Omits

9. Marital status:

a. 22/57.8% Married
b. 12/31.5% Single
c. 1/ 2.6% Separated
d. 1/ 2.6% Divorced
2/ 5.2% Omits

10. How many children do you have?

a. 21/55.2% None
b. 3/ 7.8% One
c. 10/26.3% Two-Three
d. 4/10.5% Four-Five
e. 0/00.0% Six or more
0/00.0% Omits

11. If you have children in school, in what grades are they enrolled? Check all that apply.

a. 7/18.4% K - 3
b. 3/ 7.8% 4 - 6
c. 4/10.5% 7 - 9
d. 2/ 5.2% 10 -12
e. 2/ 5.2% Vocational-Technical School
f. 3/ 7.8% College
g. 1/ 2.6% Other

12: In which of the following age groups do you fall?

a. 1/ 2.63% 16 - 18
b. 5/13.16% 19 - 20
c. 7/18.42% 21 - 22
d. 9/23.68% 23 - 30
e. 4/10.53% 31 - 40
f. 6/15.79% 41 - 50
g. 5/13.16% 51 - 60
h. 1/ 2.63% 61 - 65
i. 0 66 and over

13. What do you see as the main purpose of secondary education (grades 7 - 12)? Check one.

a. 16/42.1% Prepare for a job
b. 15/39.4% Develop intellectual skills
c. 1/ 2.6% Develop hobbies and leisure time skills
d. 1/ 2.6% Attain self-satisfaction
e. 2/ 5.2% Learn how to get along better with people
f. 1/ 2.6% Other: ______
2/ 5.2% Omits

14. What do you see as the main purpose of adult education?

a. 12/31.5% Prepare for a job
b. 10/26.3% Develop intellectual skills
c. 8/21.0% Develop hobbies and leisure time skills
d. 4/10.5% Attain self-satisfaction
e. 0/00.0% Learn how to get along better with people
f. 3/ 7.8% Other: ______
1/ 2.6% Omits

15. What is your highest level of formal education?

a. ______ Less than eighth grade
b. ______ Eighth grade
c. ______ Some high school
d. ______ High school graduate
e. 38/100.00% Vocational diploma or certificate
f. ______ Associate degree (A.A. or A.S.)
g. ______ Some college
h. ______ Bachelor's Degree
i. ______ Master's Degree
j. ______ Doctor's Degree
k. ______ Other: ______

16. Did you enroll in any adult evening courses during the last school year (September, 1973 - May, 1974)?

12/31.5% Yes 25/65.7% No 1/ 2.6% Omits

17-20 How many times have you heard or received information --

Activity/Service	Frequency Information Received	
	Median	IQR
17. a. Regarding career and continuing education programs provided by WWTI.	3.50*	2.50
b. For students in grades K - 12?	1.17	.67
c. For adults in western Wisconsin	3.50	1.44

*1 = Never; 2 = 1; 3 = 2-3; 4 = 4-5; 5 = 6 or more

How many times have you heard or received information --

		Frequency Information Received	
		Median	IQR
18.	Indicating the possibility of coordinating high school and technical institute programs?	2.06	1.97
19.	Related to the career and continuing education resource centers in western Wisconsin?	2.19	1.99
20.	Related to:		
	a. The activities of these centers?	2.19	2.19
	b. Career counseling for adults?	2.06	2.06
	c. Career counseling for students?	2.30	2.47

21-29 Please give your opinions related to the following statements. Respond as you feel.

	Statement	Response		
		No	Yes	Omits
21.	Do you understand that "career education" encompasses all education: professional, technical, vocational? If you do not, omit questions 21 and 22.	1 2.6%	26 68.4%	11 28.9%
22.	Do you feel that a real need exists for career education for youth in western Wisconsin?	0 0.0%	28 73.6%	10 26.3%
23.	Do you feel that a real need exists for career education for adults in western Wisconsin?	1 2.6%	32 84.2%	5 13.1%
24.	Are you interested in enrolling in a vocational course(s) to improve performance on your present job?	13 34.2%	23 60.5%	2 5.2%
25.	Are you interested in enrolling in a vocational course(s) to prepare for another job?	18 47.3%	18 47.3%	2 5.2%
26.	Do you feel a real need exists for vocational education for youth in western Wisconsin?	2 5.2%	31 81.5%	5 13.1%
27.	Do you feel a real need exists for vocational education for adults in western Wisconsin?	2 5.2%	32 84.2%	4 10.5%
28.	Considering your present occupation and life style, would you participate in avocational education related to hobbies, etc., if the avocational course(s) were available?	5 13.1%	30 78.9%	3 7.8%
29.	Do you feel career counseling would be beneficial to you? (Assistance in identifying possible jobs you would like and the training required to obtain these jobs, etc.)	11 28.9%	23 60.5%	4 10.5%

Thank you for responding. Please turn in your survey form to the person who gave it to you.

QUESTIONNAIRE

For Career and Continuing Adult Education

Key: N/%

Evening Programs - (Assoc. Degree)

To serve residents of the Western Wisconsin VTAE District better, we ask you to complete this questionnaire.

1. Course you are taking: Title ______ No. ______
2. Should this course be continued? 8/100.00% Yes 0/0.0% No
   0/0.0% Omits
3. Is it a good course? 8/100.0% Yes 0/0.0% No 0/0.0% Omits
   Is it well taught? 7/ 87.5% Yes 0/0.0% No 1/12.5% Omits
4. What course would you be interested in taking in the future? 8/100.0%
   0/0.0% Omits
5. Can you suggest a new course you would like WWTI to offer? 3/37.5%
   5/62.5% Omits
6. Did you learn about this course from:
   - a. 2/25.0% newspaper
   - b. 1/12.5% radio
   - c. 0/ 0.0% instructor
   - d. 0/ 0.0% night school supervisor
   - e. 3/37.5% a brochure
   - f. 2/25.0% a friend
   - g. 0/00.0% another source
   - 0/00.0% Omits

Directions: Please respond to the following items. Most require only a check mark. This information will be used to improve the adult evening programs and career education services.

7. Which of the following best describes the area in which you live?
   - a. 3/37.5% Rural
   - b. 0/00.0% Town: Less than 1,000
   - c. 0/00.0% Town: 1,000 - 1,999
   - d. 2/25.0% Town: 2,000 - 9,999
   - e. 3/37.5% City: 10,000 or more
   - . 0/00.0% Omits
8. Sex:
   - a. 6/75.0% Female 2/25.0% Male 0/00.0% Omits
9. Marital status:
   - a. 5/62.5% Married
   - b. 1/12.5% Single
   - c. 1/12.5% Separated
   - d. 1/12.5% Divorced
   - 0 Omits
10. How many children do you have?
    - a. 3/37.5% None
    - b. 2/25.0% One
    - c. 0 Two-Three
    - d. 3/37.5% Four-Five
    - e. 0 Six or more
    - 0/00.0% Omits
11. If you have children in school, in what grades are they enrolled? Check all that apply.
    - a. 2/25.0% K - 3
    - b. 2/25.0% 4 - 6
    - c. 2/25.0% 7 - 9
    - d. 3/37.5% 10 -12
    - e. 0/00.0% Vocational-Technical School
    - f. 1/12.5% College
    - g. 0/00.0% Other

12. In which of the following age groups do you fall?

a. 0 16 - 18
b. 1/12.5% 19 - 20
c. 1/12.5% 21 - 22
d. 3/37.5% 23 - 30
e. 1/12.5% 31 - 40
f. 0 41 - 50
g. 2/25.0% 51 - 60
h. 0 61 - 65
i. 0 66 and over

13. What do you see as the main purpose of secondary education (grades 7 - 12)? Check one.

a. 2/25.0% Prepare for a job
b. 3/37.5% Develop intellectual skills
c. 0/00.0% Develop hobbies and leisure time skills
d. 1/12.5% Attain self-satisfaction
e. 0/00.0% Learn how to get along better with people
f. 1/12.5% Other: ____________
1/12.5% Omits

14. What do you see as the main purpose of adult education?

a. 1/12.5% Prepare for a job
b. 1/12.5% Develop intellectual skills
c. 3/37.5% Develop hobbies and leisure time skills
d. 2/25.0% Attain self-satisfaction
e. 0/00.0% Learn how to get along better with people
f. 1/12.5% Other: ____________
0/00.0% Omits

15. What is your highest level of formal education?

a. ________ Less than eighth grade
b. ________ Eighth grade
c. ________ Some high school
d. ________ High school graduate
e. ________ Vocational diploma or certificate
f. 8/100.0% Associate degree (A.A. or A.S.)
g. ________ Some college
h. ________ Bachelor's Degree
i. ________ Master's Degree
j. ________ Doctor's Degree
k. ________ Other: ____________

16. Did you enroll in any adult evening courses during the last school year (September, 1973 - May, 1974)?

2/25.0% Yes 6/75.0% No 0/00.0% Omits

17-20 How many times have you heard or received information --

Activity/Service	Frequency Information Received	
	Median	IQR
17. a. Regarding career and continuing education programs provided by WWTI.	3.50*	1.00
b. For students in grades K - 12?	1.50	3.00
c. For adults in western Wisconsin	3.50	1.50

*1 = Never; 2 = 1; 3 = 2-3; 4 = 4-5; 5 = 6 or more

How many times have you heard or received information --

		Frequency Information Received	
		Median	IQR
18.	Indicating the possibility of coordinating high school and technical institute programs?	2.50	2.67
19.	Related to the career and continuing education resource centers in western Wisconsin?	2.50	1.67
20.	Related to: a. The activities of these centers?	2.17	2.33
	b. Career counseling for adults?	2.00	2.67
	c. Career counseling for students?	2.50	2.50

21-29 Please give your opinions related to the following statements. Respond as you feel.

	Statement	Response		
		No	Yes	Omits
21.	Do you understand that "career education" encompasses all education: professional, technical, vocational? If you do not, omit questions 21 and 22.	0 0.0%	8 100.0%	0 0.0%
22.	Do you feel that a real need exists for career education for youth in western Wisconsin?	0 0.0%	8 100.0%	0 0.0%
23.	Do you feel that a real need exists for career education for adults in western Wisconsin?	0 0.0%	8 100.0%	0 0.0%
24.	Are you interested in enrolling in a vocational course(s) to improve performance on your present job?	3 37.5%	5 62.5%	0 0.0%
25.	Are you interested in enrolling in a vocational course(s) to prepare for another job?	2 25.0%	6 75.0%	0 0.0%
26.	Do you feel a real need exists for vocational education for youth in western Wisconsin?	0 0.0%	8 100.0%	0 0.0%
27.	Do you feel a real need exists for vocational education for adults in western Wisconsin?	0 0.0%	8 100.0%	0 0.0%
28.	Considering your present occupation and life style, would you participate in avocational education related to hobbies, etc., if the avocational course(s) were available?	1 12.5%	7 87.5%	0 0.0%
29.	Do you feel career counseling would be beneficial to you? (Assistance in identifying possible jobs you would like and the training required to obtain these jobs, etc.)	3 37.5%	5 62.5%	0 0.0%

Thank you for responding. Please turn in your survey form to the person who gave it to you.

QUESTIONNAIRE

For Career and Continuing Adult Education

Key: N/%

Evening Programs (Ed. Level - Some College)

To serve residents of the Western Wisconsin VTAE District better, we ask you to complete this questionnaire.

1. Course you are taking: Title ______ No. ______

2. Should this course be continued? 80/96.3% Yes 1/ 1.2% No
2/ 2.4% Omits

3. Is it a good course? 81/97.5% Yes 1/ 1.2% No 1/ 1.2% Omits
Is it well taught? 75/90.3% Yes 3/ 3.6% No 5/ 6.0% Omits

4. What course would you be interested in taking in the future? 56/67.4%
27/32.5% Omits

5. Can you suggest a new course you would like WWTI to offer? 21/25.3%
62/74.6% Omits

6. Did you learn about this course from:

a. 26/31.3% newspaper
b. 1/ 1.2% radio
c. 5/ 6.0% instructor
d. 1/ 1.2% night school supervisor
e. 18/21.6% a brochure
f. 25/30.1% a friend
g. 5/ 6.0% another source
2/ 2.4% Omits

Directions: Please respond to the following items. Most require only a check mark. This information will be used to improve the adult evening programs and career education services.

7. Which of the following best describes the area in which you live?

a. 20/24.0% Rural
b. 14/16.8% Town: Less than 1,000
c. 13/15.6% Town: 1,000 - 1,999
d. 25/30.1% Town: 2,000 - 9,999
e. 11/13.2% City: 10,000 or more
0/0% Omits

8. Sex:

a. 58/69.8% Female 24/28.9% Male 1/ 1.2% Omits

9. Marital status:

a. 58/69.8% Married
b. 21/25.3% Single
c. 2/ 2.4% Separated
d. 1/ 1.2% Divorced
1/ 1.2% Omits

10. How many children do you have?

a. 29/34.9% None
b. 11/13.2% One
c. 32/38.5% Two-Three
d. 7/ 8.4% Four-Five
e. 4/ 4.8% Six or more
0/0% Omits

11. If you have children in school, in what grades are they enrolled? Check all that apply.

a. 10/12.0% K - 3
b. 16/19.2% 4 - 6
c. 14/16.8% 7 - 9
d. 10/12.0% 10 -12
e. 1/ 1.2% Vocational-Technical School
f. 7/ 8.4% College
g. 2/ 2.4% Other

12. In which of the following age groups do you fall?

a. 0/0% 16 - 18
b. 8/9.64% 19 - 20
c. 8/9.64% 21 - 22
d. 21/25.30% 23 - 30
e. 16/19.28% 31 - 40
f. 12/14.46% 41 - 50
g. 4/4.82% 51 - 60
h. 4/4.82% 61 - 65
i. 9/10.84% 66 and over

13. What do you see as the main purpose of secondary education (grades 7 - 12)? Check one.

a. 26/31.3% Prepare for a job
b. 35/42.1% Develop intellectual skills
c. 2/ 2.4% Develop hobbies and leisure time skills
d. 9/10.8% Attain self-satisfaction
e. 3/ 3.6% Learn how to get along better with people
f. 3/ 3.6% Other: ______________________
5/ 6.0% Omits

14. What do you see as the main purpose of adult education?

a. 13/15.6% Prepare for a job
b. 19/22.8% Develop intellectual skills
c. 23/27.7% Develop hobbies and leisure time skills
d. 20/24.0% Attain self-satisfaction
e. 1/ 1.2% Learn how to get along better with people
f. 3/ 3.6% Other: ______________________
4/ 4.8% Omits

15. What is your highest level of formal education?

a. ________ Less than eighth grade
b. ________ Eighth grade
c. ________ Some high school
d. ________ High school graduate
e. ________ Vocational diploma or certificate
f. ________ Associate degree (A.A. or A.S.)
g. 83/100.00% Some college
h. ________ Bachelor's Degree
i. ________ Master's Degree
j. ________ Doctor's Degree
k. ________ Other: ______________________

16. Did you enroll in any adult evening courses during the last school year (September, 1973 - May, 1974)?

29/34.9% Yes 53/63.8% No 1/ 1.2% Omits

17-20 How many times have you heard or received information --

Activity/Service	Frequency Information Received	
	Median	IQR
17. a. Regarding career and continuing education programs provided by WWTI.	3.17*	2.38
b. For students in grades K - 12?	1.29	1.75
c. For adults in western Wisconsin	3.60	1.46

*1 = Never; 2 = 1; 3 = 2-3; 4 = 4-5; 5 = 6 or more

How many times have you heard or received information --

	Frequency Information Received	
	Median	IQR
18. Indicating the possibility of coordinating high school and technical institute programs?	1.46	1.68
19. Related to the career and continuing education resource centers in western Wisconsin?	2.81	1.81
20. Related to:		
a. The activities of these centers?	2.44	2.00
b. Career counseling for adults?	1.58	1.43
c. Career counseling for students?	1.94	1.91

21-29 Please give your opinions related to the following statements. Respond as you feel.

	Response		
Statement	No	Yes	Omits
21. Do you understand that "career education" encompasses all education: professional, technical, vocational? If you do not, omit questions 21 and 22.	5 6.0%	60 72.2%	18 21.6%
22. Do you feel that a real need exists for career education for youth in western Wisconsin?	4 4.8%	69 83.1%	10 12.0%
23. Do you feel that a real need exists for career education for adults in western Wisconsin?	5 6.0%	72 86.7%	6 7.2%
24. Are you interested in enrolling in a vocational course(s) to improve performance on your present job?	40 48.1%	37 44.5%	6 7.2%
25. Are you interested in enrolling in a vocational course(s) to prepare for another job?	45 54.2%	33 39.7%	5 6.0%
26. Do you feel a real need exists for vocational education for youth in western Wisconsin?	1 1.2%	78 93.9%	4 4.8%
27. Do you feel a real need exists for vocational education for adults in western Wisconsin?	3 3.6%	74 89.1%	6 7.2%
28. Considering your present occupation and life style, would you participate in avocational education related to hobbies, etc., if the avocational course(s) were available?	12 14.4%	68 81.9%	3 3.6%
29. Do you feel career counseling would be beneficial to you? (Assistance in identifying possible jobs you would like and the training required to obtain these jobs, etc.)	40 48.1%	39 46.9%	4 4.8%

Thank you for responding. Please turn in your survey form to the person who gave it to you.

QUESTIONNAIRE

For Career and Continuing Adult Education

Key: N/%

Evening Programs (Level B.S.)

To serve residents of the Western Wisconsin VTAE District better, we ask you to complete this questionnaire.

1. Course you are taking: Title ____________ No. ________
2. Should this course be continued? 61/98.3% Yes 0/0% No
   1/ 1.6% Omits
3. Is it a good course? 61/98.3% Yes 0/0% No 1/ 1.6% Omits
   Is it well taught? 56/90.3% Yes 2/ 3.2% No 4/ 6.4% Omits
4. What course would you be interested in taking in the future? 38/61.2%
   24/38.7% Omits
5. Can you suggest a new course you would like WWTI to offer? 18/29.0%
   44/70.9 Omits
6. Did you learn about this course from:

   a. 27/43.5% newspaper
   b. 2/ 3.2% radio
   c. 4/ 6.4% instructor
   d. 2/ 3.2% night school supervisor
   e. 9/14.5% a brochure
   f. 17/27.4% a friend
   g. 1/ 1.6% another source
   0/0% Omits

Directions: Please respond to the following items. Most require only a check mark. This information will be used to improve the adult evening programs and career education services.

7. Which of the following best describes the area in which you live?

   a. 15/24.1% Rural
   b. 2/ 3.2% Town: Less than 1,000
   c. 14/22.5% Town: 1,000 - 1,999
   d. 14/22.5% Town: 2,000 - 9,999
   e. 17/27.4% City: 10,000 or more
   0/0% Omits

8. Sex:

   a. 47/75.8% Female 15/24.1% Male 0/0% Omits

9. Marital status:

   a. 41/66.1% Married
   b. 19/30.6% Single
   c. 0/0% Separated
   d. 2/ 3.2% Divorced
   0/0% Omits

10. How many children do you have?

    a. 35/56.4% None
    b. 4/ 6.4% One
    c. 17/27.4% Two-Three
    d. 3/ 4.8% Four-Five
    e. 2/ 3.2% Six or more
    1/ 1.6% Omits

11. If you have children in school, in what grades are they enrolled? Check all that apply.

    a. 9/14.5% K - 3
    b. 7/11.2% 4 - 6
    c. 6/ 9.6% 7 - 9
    d. 6/9.6% 10 -12
    e. 1/1.6% Vocational-Technical School
    f. 1/1.6% College
    g. 1/1.6% Other

12. In which of the following age groups do you fall?

a. 0/00.0% 16 - 18
b. 0/00.0% 19 - 20
c. 8/12.9% 21 - 22
d. 24/38.7% 23 - 30
e. 16/25.8% 31 - 40
f. 7/11.3% 41 - 50
g. 4/ 6.5% 51 - 60
h. 1/ 1.6% 61 - 65
i. 2/ 3.2% 66 and over

13. What do you see as the main purpose of secondary education (grades 7 - 12)? Check one.

a. 17/27.4% Prepare for a job
b. 30/48.3% Develop intellectual skills
c. 2/ 3.2% Develop hobbies and leisure time skills
d. 3/ 4.8% Attain self-satisfaction
e. 5/ 8.0% Learn how to get along better with people
f. 3/ 4.8% Other: ____________
2/ 3.2% Omits

14. What do you see as the main purpose of adult education?

a. 7/11.2% Prepare for a job
b. 12/19.3% Develop intellectual skills
c. 21/33.8% Develop hobbies and leisure time skills
d. 18/29.0% Attain self-satisfaction
e. 0/0% Learn how to get along better with people
f. 3/ 4.8% Other: ____________
1/ 1.6% Omits

15. What is your highest level of formal education?

a. ______ Less than eighth grade
b. ______ Eighth grade
c. ______ Some high school
d. ______ High school graduate
e. ______ Vocational diploma or certificate
f. ______ Associate degree (A.A. or A.S.)
g. ______ Some college
h. 62/100.00% Bachelor's Degree
i. ______ Master's Degree
j. ______ Doctor's Degree
k. ______ Other: ____________

16. Did you enroll in any adult evening courses during the last school year (September, 1973 - May, 1974)?

24/38.7% Yes 38/61.2% No 0/0% Omits

17-20 How many times have you heard or received information --

Activity/Service	Frequency Information Received	
	Median	IQR
17. a. Regarding career and continuing education programs provided by WWTI.	3.10*	1.83
b. For students in grades K - 12?	1.34	1.64
c. For adults in western Wisconsin	3.54	1.44

*1 = Never; 2 = 1; 3 = 2-3; 4 = 4-5; 5 = 6 or more

How many times have you heard or received information --

		Frequency Information Received	
		Median	IQR
18.	Indicating the possibility of coordinating high school and technical institute programs?	1.32	1.42
19.	Related to the career and continuing education resource centers in western Wisconsin?	2.60	2.24
20.	Related to: a. The activities of these centers?	1.75	1.87
	b. Career counseling for adults?	1.24	1.02
	c. Career counseling for students?	1.40	2.30

21-29 Please give your opinions related to the following statements. Respond as you feel.

	Statement	Response		
		No	Yes	Omits
21.	Do you understand that "career education" encompasses all education: professional, technical, vocational? If you do not, omit questions 21 and 22.	3 4.8%	50 80.6%	9 14.5%
22.	Do you feel that a real need exists for career education for youth in western Wisconsin?	5 8.0%	49 79.0%	8 12.9%
23.	Do you feel that a real need exists for career education for adults in western Wisconsin?	4 6.4%	52 83.8%	6 9.6%
24.	Are you interested in enrolling in a vocational course(s) to improve performance on your present job?	32 51.6%	26 41.9%	4 6.4%
25.	Are you interested in enrolling in a vocational course(s) to prepare for another job?	39 62.9%	18 29.0%	5 8.0%
26.	Do you feel a real need exists for vocational education for youth in western Wisconsin?	4 6.4%	54 87.0%	4 6.4%
27.	Do you feel a real need exists for vocational education for adults in western Wisconsin?	6 9.6%	52 83.8%	4 6.4%
28.	Considering your present occupation and life style, would you participate in avocational education related to hobbies, etc., if the avocational course(s) were available?	4 6.4%	53 85.4%	5 8.0%
29.	Do you feel career counseling would be beneficial to you? (Assistance in identifying possible jobs you would like and the training required to obtain these jobs, etc.)	31 50.0%	24 38.7%	7 11.2%

Thank you for responding. Please turn in your survey form to the person who gave it to you.

QUESTIONNAIRE

For Career and Continuing Adult Education
Evening Programs (Education Level - M.S.)

Key: N/%

To serve residents of the Western Wisconsin VTAE District better, we ask you to complete this questionnaire.

1. Course you are taking: Title ______________ No. ______
2. Should this course be continued? 16/100% Yes ______ No ______ Omits
3. Is it a good course? 16/100% Yes ______ No ______ Omits
   Is it well taught? 12/ 75% Yes 1/6.2% No 3/18.7% Omits
4. What course would you be interested in taking in the future? 14/87.5%
   2/12.5% Omits
5. Can you suggest a new course you would like WWTI to offer? 3/18.7%
   13/81.2% Omits
6. Did you learn about this course from:

a.	5/31.2%	newspaper	e.	3/18.7%	a brochure
b.	0	radio	f.	2/12.5%	a friend
c.	3/18.7%	instructor	g.	1/ 6.2%	another source
d.	1/ 6.2%	night school supervisor		1/ 6.2%	Omits

Directions: Please respond to the following items. Most require only a check mark. This information will be used to improve the adult evening programs and career education services.

7. Which of the following best describes the area in which you live?

a.	7/43.7%	Rural
b.	1/ 6.2%	Town: Less than 1,000
c.	3/18.7%	Town: 1,000 - 1,999
d.	2/12.5%	Town: 2,000 - 9,999
e.	3/18.7%	City: 10,000 or more
	0	Omits

8. Sex:

a. 7/43.7% Female 9/56.2% Male 0 Omits

9. Marital status:

a.	12/75.0%	Married	c.	0	Separated
b.	4/25.0%	Single	d.	0	Divorced
				0	Omits

10. How many children do you have?

a.	6/37.5%	None	d.	0	Four-Five
b.	4/25.0%	One	e.	0	Six or more
c.	6/37.5%	Two-Three		0	Omits

11. If you have children in school, in what grades are they enrolled? Check all that apply.

a.	2/12.5%	K - 3	e.	0	Vocational-Technical School
b.	2/12.5%	4 - 6	f.	2/12.5%	College
c.	1/ 6.2%	7 - 9	g.	0	Other
d.	0	10 -12			

12. In which of the following age groups do you fall?

a. 0 16 - 18
b. 0 19 - 20
c. 0 21 - 22
d. 4/25.0% 23 - 30
e. 5/31.3% 31 - 40
f. 1/ 6.3% 41 - 50
g. 2/12.5% 51 - 60
h. 4/25.0% 61 - 65
i. 0 66 and over

13. What do you see as the main purpose of secondary education (grades 7 - 12)? Check one.

a. 1/ 6.2% Prepare for a job
b. 8/50.0% Develop intellectual skills
c. 2/12.5% Develop hobbies and leisure time skills
d. 1/ 6.2% Attain self-satisfaction
e. 1/ 6.2% Learn how to get along better with people
f. 2/12.5% Other: ________
1/ 6.2% Omits

14. What do you see as the main purpose of adult education?

a. 0 Prepare for a job
b. 6/37.5% Develop intellectual skills
c. 5/31.2% Develop hobbies and leisure time skills
d. 3/18.7% Attain self-satisfaction
e. 0 Learn how to get along better with people
f. 1/ 6.2% Other: ________
1/ 6.2% Omits

15. What is your highest level of formal education?

a. ________ Less than eighth grade
b. ________ Eighth grade
c. ________ Some high school
d. ________ High school graduate
e. ________ Vocational diploma or certificate
f. ________ Associate degree (A.A. or A.S.)
g. ________ Some college
h. ________ Bachelor's Degree
i. 16/100% Master's Degree
j. ________ Doctor's Degree
k. ________ Other: ________

16. Did you enroll in any adult evening courses during the last school year (September, 1973 - May, 1974)?

8/50.0% Yes 8/50.0% No 0 Omits

17-20 How many times have you heard or received information --

Activity/Service	Frequency Information Received	
	Median	IQR
17. a. Regarding career and continuing education programs provided by WWTI.	2.25*	1.63
b. For students in grades K - 12?	3.17	2.66
c. For adults in western Wisconsin	3.50	1.20

*1 = Never; 2 = 1; 3 = 2-3; 4 = 4-5; 5 = 6 or more

How many times have you heard or received information --

		Frequency Information Received	
		Median	IQR
18.	Indicating the possibility of coordinating high school and technical institute programs?	2.00	2.44
19.	Related to the career and continuing education resource centers in western Wisconsin?	3.38	1.59
20.	Related to: a. The activities of these centers?	3.17	1.93
	b. Career counseling for adults?	2.67	2.10
	c. Career counseling for students?	3.00	2.07

21-29 Please give your opinions related to the following statements. Respond as your feel.

	Statement	Response		
		No	Yes	Omits
21.	Do you understand that "career education" encompasses all education: professional, technical, vocational? If you do not, omit questions 21 and 22.	1 6.2%	15 93.7%	0
22.	Do you feel that a real need exists for career education for youth in western Wisconsin?	2 12.5%	13 81.2%	1 6.2
23.	Do you feel that a real need exists for career education for adults in western Wisconsin?	1 6.2%	15 93.7%	0
24.	Are you interested in enrolling in a vocational course(s) to improve performance on your present job?	9 56.2%	7 43.7%	0
25.	Are you interested in enrolling in a vocational course(s) to prepare for another job?	13 81.2%	2 12.5%	1 6.2%
26.	Do you feel a real need exists for vocational education for youth in western Wisconsin?	1 6.2%	15 93.7%	0
27.	Do you feel a real need exists for vocational education for adults in western Wisconsin?	0	16 100%	0
28.	Considering your present occupation and life style, would you participate in avocational education related to hobbies, etc., if the avocational course(s) were available?	1 6.2%	15 93.7%	0
29.	Do you feel career counseling would be beneficial to you? (Assistance in identifying possible jobs you would like and the training required to obtain these jobs, etc.)	13 81.2%	3 18.7%	0

Thank you for responding. Please turn in your survey form to the person who gave it to you.

QUESTIONNAIRE

For Career and Continuing Adult Education
Evening Programs (Education Level - Other)

Key: N/%

To serve residents of the Western Wisconsin VTAE District better, we ask you to complete this questionnaire.

1. Course you are taking: Title ______ No. ______

2. Should this course be continued? 7/100% Yes ______ No ______ Omits

3. Is it a good course? 7/100% Yes ______ No ______ Omits
   Is it well taught? 6/ 85.7% Yes ______ No 1/14.2% Omits

4. What course would you be interested in taking in the future? 6/85.7%
   1/14.2% Omits

5. Can you suggest a new course you would like WWTI to offer? 2/28.5%
   5/71.4% Omits

6. Did you learn about this course from:
   a. 2/28.5% newspaper
   b. 0 radio
   c. 1/14.2% instructor
   d. 0 night school supervisor
   e. 0 a brochure
   f. 3/42.8% a friend
   g. 1/14.2% another source
   0 Omits

Directions: Please respond to the following items. Most require only a check mark. This information will be used to improve the adult evening programs and career education services.

7. Which of the following best describes the area in which you live?
   a. 1/14.2% Rural
   b. 1/14.2% Town: Less than 1,000
   c. 1/14.2% Town: 1,000 - 1,999
   d. 2/28.5% Town: 2,000 - 9,999
   e. 2/28.5% City: 10,000 or more
   0 Omits

8. Sex:
   a. 3/42.8% Female 4/57.1% Male 0 Omits

9. Marital status:
   a. 3/42.8% Married
   b. 4/57.1% Single
   c. 0 Separated
   d. 0 Divorced
   0 Omits

10. How many children do you have?
   a. 4/57.1% None
   b. 1/14.2% One
   c. 1/14.2% Two-Three
   d. 1/14.2% Four-Five
   e. 0 Six or more
   0 Omits

11. If you have children in school, in what grades are they enrolled? Check all that apply.
   a. 0 K - 3
   b. 2/28.5% 4 - 6
   c. 1/14.2% 7 - 9
   d. 1/14.2% 10 -12
   e. 0 Vocational-Technical School
   f. 1/14.2% College
   g. 0 Other

12. In which of the following age groups do you fall?

a. 0 16 - 18
b. 0 19 - 20
c. 1/14.3% 21 - 22
d. 3/42.9% 23 - 30
e. 2/28.6% 31 - 40
f. 1/14.3% 41 - 50
g. 0 51 - 60
h. 0 61 - 65
i. 0 66 and over

13. What do you see as the main purpose of secondary education (grades 7 - 12)? Check one.

a. 2/28.5% Prepare for a job
b. 3/42.8% Develop intellectual skills
c. 0 Develop hobbies and leisure time skills
d. 0 Attain self-satisfaction
e. 1/14.2% Learn how to get along better with people
f. 1/14.2% Other:
0 Omits

14. What do you see as the main purpose of adult education?

a. 0 Prepare for a job
b. 4/57.1% Develop intellectual skills
c. 1/14.2% Develop hobbies and leisure time skills
d. 1/14.2% Attain self-satisfaction
e. 0 Learn how to get along better with people
f. 1/14.2% Other:
0 Omits

15. What is your highest level of formal education?

a. Less than eighth grade
b. Eighth grade
c. Some high school
d. High school graduate
e. Vocational diploma or certificate
f. Associate degree (A.A. or A.S.)
g. Some college
h. Bachelor's Degree
i. Master's Degree
j. Doctor's Degree
k. 7/100% Other:

16. Did you enroll in any adult evening courses during the last school year (September, 1973 - May, 1974)?

3/42.8% Yes 4/57.1% No 0 Omits

17-20 How many times have you heard or received information --

Activity/Service	Frequency Information Received	
	Median	IQR
17. a. Regarding career and continuing education programs provided by WWTI.	1.50*	2.50
b. For students in grades K - 12?	1.50	2.50
c. For adults in western Wisconsin	3.00	2.54

*1 = Never; 2 = 1; 3 = 2-3; 4 = 4-5; 5 = 6 or more

How many times have you heard or received information --

		Frequency Information Received	
		Median	IQR
18.	Indicating the possibility of coordinating high school and technical institute programs?	1.50	1.00
19.	Related to the career and continuing education resource centers in western Wisconsin?	2.50	2.50
20.	Related to:		
	a. The activities of these centers?	1.90	.60
	b. Career counseling for adults?	2.00	.75
	c. Career counseling for students?	2.00	.75

21-29 Please give your opinions related to the following statements. Respond as you feel.

	Statement	Response		
		No	Yes	Omits
21.	Do you understand that "career education" encompasses all education: professional, technical, vocational? If you do not, omit questions 21 and 22.	0	6 85.7%	1 14.2%
22.	Do you feel that a real need exists for career education for youth in western Wisconsin?	0	6 85.7%	1 14.2%
23.	Do you feel that a real need exists for career education for adults in western Wisconsin?	0	6 85.7%	1 14.2%
24.	Are you interested in enrolling in a vocational course(s) to improve performance on your present job?	2 28.5%	5 71.4%	0
25.	Are you interested in enrolling in a vocational course(s) to prepare for another job?	4 57.1%	3 42.8%	0
26.	Do you feel a real need exists for vocational education for youth in western Wisconsin?	0	6 85.7%	1 14.2%
27.	Do you feel a real need exists for vocational education for adults in western Wisconsin?	0	6 85.7%	1 14.2%
28.	Considering your present occupation and life style, would you participate in avocational education related to hobbies, etc., if the avocational course(s) were available?	0	6 85.7%	1 14.2%
29.	Do you feel career counseling would be beneficial to you? (Assistance in identifying possible jobs you would like and the training required to obtain these jobs, etc.)	2 28.5%	4 57.1%	1 14.2%

Thank you for responding. Please turn in your survey form to the person who gave it to you.

QUESTIONNAIRE

For Career and Continuing Adult Education

Evening Programs (16-18)

Key: N/%

To serve residents of the Western Wisconsin VTAE District better, we ask you to complete this questionnaire.

1. Course you are taking: Title ______ No. ______
2. Should this course be continued? 26/96.2% Yes ______ No 1/ 3.7% Omits
3. Is it a good course? 26/96.2% Yes 1/3.7% No 0 Omits
   Is it well taught? 24/88.8% Yes 2/7.4% No 1/ 3.7% Omits
4. What course would you be interested in taking in the future? 13/48.1%
   14/51.8% Omits
5. Can you suggest a new course you would like WWTI to offer? 7/25.9%
   20/74.0% Omits
6. Did you learn about this course from:
   - a. 7/25.9% newspaper
   - b. 0 radio
   - c. 1/ 3.7% instructor
   - d. 5/18.5% night school supervisor
   - e. 4/14.8% a brochure
   - f. 5/18.5% a friend
   - g. 4/14.8% another source
   - 1/ 3.7% Omits

Directions: Please respond to the following items. Most require only a check mark. This information will be used to improve the adult evening programs and career education services.

7. Which of the following best describes the area in which you live?
   - a. 6/22.2% Rural
   - b. 0 Town: Less than 1,000
   - c. 7/25.9% Town: 1,000 - 1,999
   - d. 8/29.6% Town: 2,000 - 9,999
   - e. 5/18.5% City: 10,000 or more
   - 1/ 3.7% Omits
8. Sex:
   - a. 13/48.1% Female 14/51.8% Male 0 Omits
9. Marital status:
   - a. 2/ 7.4% Married
   - b. 25/92.5% Single
   - c. 0 Separated
   - d. 0 Divorced
   - 0 Omits
10. How many children do you have?
    - a. 26/96.2% None
    - b. 1/ 3.7% One
    - c. ______ Two-Three
    - d. 0 Four-Five
    - e. 0 Six or more
    - 0 Omits
11. If you have children in school, in what grades are they enrolled? Check all that apply.
    - a. 1/ 3.7 K - 3
    - b. 0 4 - 6
    - c. 0 7 - 9
    - d. 0 10 -12
    - e. 0 Vocational-Technical School
    - f. 0 College
    - g. 0 Other

12. In which of the following age groups do you fall?

a. 27/100% 16 - 18
b. ______ 19 - 20
c. ______ 21 - 22
d. ______ 23 - 30
e. ______ 31 - 40
f. ______ 41 - 50
g. ______ 51 - 60
h. ______ 61 - 65
i. ______ 66 and over

13. What do you see as the main purpose of secondary education (grades 7 - 12)? Check one.

a. 9/ 33.3% Prepare for a job
b. 12/44.4% Develop intellectual skills
c. 1/ 3.7% Develop hobbies and leisure time skills
d. 2/ 7.4% Attain self-satisfaction
e. 1/ 3.7% Learn how to get along better with people
f. 2/ 7.4% Other: ______
0 Omits

14. What do you see as the main purpose of adult education?

a. 7/25.9% Prepare for a job
b. 4/14.8% Develop intellectual skills
c. 9/33.3% Develop hobbies and leisure time skills
d. 5/18.5% Attain self-satisfaction
e. 1/ 3.7% Learn how to get along better with people
f. 0 Other: ______
1/ 3.7% Omits

15. What is your highest level of formal education?

a. 1/ 3.7% Less than eighth grade
b. 12/44.4% Eighth grade
c. 13/48.1% Some high school
d. 1/ 3.7% High school graduate
e. 0 Vocational diploma or certificate
f. 0 Associate degree (A.A. or A.S.)
g. 0 Some college
h. 0 Bachelor's Degree
i. 0 Master's Degree
j. 0 Doctor's Degree
k. 0 Other: ______

16. Did you enroll in any adult evening courses during the last school year (September, 1973 - May, 1974)?

7/25.9% Yes 19/70.3% No 1/3.7% Omits

17-20 How many times have you heard or received information --

	Frequency Information Received	
Activity/Service	Median	IQR
17. a. Regarding career and continuing education programs provided by WWTI.	1.80*	1.50
b. For students in grades K - 12?	1.45	1.59
c. For adults in western Wisconsin	2.79	2.19

*1 = Never; 2 = 1; 3 = 2-3; 4 = 4-5; 5 = 6 or more

How many times have you heard or received information --

	Frequency Information Received	
	Median	IQR
18. Indicating the possibility of coordinating high school and technical institute programs?	1.45	1.31
19. Related to the career and continuing education resource centers in western Wisconsin?	1.75	2.05
20. Related to:		
a. The activities of these centers?	1.75	2.19
b. Career counseling for adults?	1.45	1.84
c. Career counseling for students?	1.88	2.54

21-29 Please give your opinions related to the following statements. Respond as you feel.

Statement	Response		
	No	Yes	Omits
21. Do you understand that "career education" encompasses all education: professional, technical, vocational? If you do not, omit questions 21 and 22.	2 7.4%	20 74.0%	5 18.5%
22. Do you feel that a real need exists for career education for youth in western Wisconsin?	0	20 74.0%	7 25.9%
23. Do you feel that a real need exists for career education for adults in western Wisconsin?	3 11.1%	21 77.7%	3 11.1%
24. Are you interested in enrolling in a vocational course(s) to improve performance on your present job?	16 59.2%	8 29.6%	3 11.1%
25. Are you interested in enrolling in a vocational course(s) to prepare for another job?	12 44.4%	12 44.4%	3 11.1%
26. Do you feel a real need exists for vocational education for youth in western Wisconsin?	3 11.1%	21 77.7%	3 11.1%
27. Do you feel a real need exists for vocational education for adults in western Wisconsin?	3 11.1%	21 77.7%	3 11.1%
28. Considering your present occupation and life style, would you participate in avocational education related to hobbies, etc., if the avocational course(s) were available?	2 7.4%	21 77.7%	4 14.8%
29. Do you feel career counseling would be beneficial to you? (Assistance in identifying possible jobs you would like and the training required to obtain these jobs, etc.)	3 11.1%	21 77.7%	3 11.1%

Thank you for responding. Please turn in your survey form to the person who gave it to you.

QUESTIONNAIRE

For Career and Continuing Adult Education

Key: N/%

Evening Programs (Age 19-20)

To serve residents of the Western Wisconsin VTAE District better, we ask you to complete this questionnaire.

1. Course you are taking: Title ______________________ No. ________
2. Should this course be continued? 30/100.0% Yes 0/0% No ________ Omits
3. Is it a good course? 29/96.6% Yes 1/ 3.3% No 0/0% Omits
   Is it well taught? 27/90.0% Yes 2/ 6.6% No 1/3.3% Omits
4. What course would you be interested in taking in the future? 21/70.0%
   9/30.0% Omits
5. Can you suggest a new course you would like WWTI to offer? 8/26.6%
   22/73.3% Omits
6. Did you learn about this course from:

a.	8/26.6%	newspaper	e.	5/16.6%	a brochure
b.	1/ 3.3%	radio	f.	13/43.3%	a friend
c.	2/ 6.6%	instructor	g.	0/0%	another source
d.	1/ 3.3%	night school supervisor		0/0%	Omits

Directions: Please respond to the following items. Most require only a check mark. This information will be used to improve the adult evening programs and career education services.

7. Which of the following best describes the area in which you live?

a.	8/26.6%	Rural
b.	1/ 3.3%	Town: Less than 1,000
c.	6/20.0%	Town: 1,000 - 1,999
d.	11/36.6%	Town: 2,000 - 9,999
e.	3/10.0%	City: 10,000 or more
	1/ 3.3%	Omits

8. Sex:

a. 24/80.0% Female 6/20.0% Male 0/0% Omits

9. Marital status:

a.	10/33.3%	Married	c.	0/0%	Separated
b.	20/66.6%	Single	d.	0/0%	Divorced
				0/0%	Omits

10. How many children do you have?

a.	24/80.0%	None	d.	0/0%	Four-Five
b.	5/16.6%	One	e.	0/0%	Six or more
c.	1/ 3.3%	Two-Three		0/0%	Omits

11. If you have children in school, in what grades are they enrolled? Check all that apply.

a.	3/10.0%	K - 3	e.	0/0%	Vocational-Technical School
b.	1/ 3.3%	4 - 6	f.	0/0%	College
c.	0/0%	7 - 9	g.	1/ 3.3%	Other
d.	0/0%	10 -12			

12. In which of the following age groups do you fall?

a. 16 - 18
b. 30/100% 19 - 20
c. 21 - 22
d. 23 - 30
e. 31 - 40
f. 41 - 50
g. 51 - 60
h. 61 - 65
i. 66 and over

13. What do you see as the main purpose of secondary education (grades 7 - 12)? Check one.

a. 8/26.6% Prepare for a job
b. 10/33.3% Develop intellectual skills
c. 2/ 6.6% Develop hobbies and leisure time skills
d. 5/16.6% Attain self-satisfaction
e. 4/13.3% Learn how to get along better with people
f. 0/0% Other:
1/ 3.3% Omits

14. What do you see as the main purpose of adult education?

a. 7/23.3% Prepare for a job
b. 9/30.0% Develop intellectual skills
c. 6/20.0% Develop hobbies and leisure time skills
d. 7/23.3% Attain self-satisfaction
e. 1/ 3.3% Learn how to get along better with people
f. 0/0% Other:
0/0% Omits

15. What is your highest level of formal education?

a. 6/26.67% Less than eighth grade
b. 1/ 3.33% Eighth grade
c. 5/16.67% Some high school
d. 14/46.67% High school graduate
e. 2/ 6.67% Vocational diploma or certificate
f. 0 Associate degree (A.A. or A.S.)
g. 0 Some college
h. 0 Bachelor's Degree
i. 0 Master's Degree
j. 0 Doctor's Degree
k. 0 Other:

16. Did you enroll in any adult evening courses during the last school year (September, 1973 - May, 1974)?

4/13.3% Yes 25/83.3% No 1/ 3.3% Omits

17-20 How many times have you heard or received information --

Activity/Service	Frequency Information Received	
	Median	IQR
17. a. Regarding career and continuing education programs provided by WWTI.	1.50*	2.00
b. For students in grades K - 12?	1.36	2.37
c. For adults in western Wisconsin	3.54	1.64

*1 = Never; 2 = 1; 3 = 2-3; 4 = 4-5; 5 = 6 or more

How many times have you heard or received information --

		Frequency Information Received	
		Median	IQR
18.	Indicating the possibility of coordinating high school and technical institute programs?	1.88	1.15
19.	Related to the career and continuing education resource centers in western Wisconsin?	2.50	1.51
20.	Related to: a. The activities of these centers?	1.94	1.59
	b. Career counseling for adults?	1.75	1.69
	c. Career counseling for students?	2.14	1.86

21-29 Please give your opinions related to the following statements. Respond as you feel.

	Statement	Response		
		No	Yes	Omits
21.	Do you understand that "career education" encompasses all education: professional, technical, vocational?. If you do not, omit questions 21 and 22.	3 10.0%	21 70.0%	6 20.0%
22.	Do you feel that a real need exists for career education for youth in western Wisconsin?	2 6.6%	22 73.3%	6 20.0%
23.	Do you feel that a real need exists for career education for adults in western Wisconsin?	7 23.3%	21 70.0%	2 6.6%
24.	Are you interested in enrolling in a vocational course(s) to improve performance on your present job?	13 43.3%	15 50.0%	2 6.6%
25.	Are you interested in enrolling in a vocational course(s) to prepare for another job?	6 20.0%	23 76.6%	1 3.3%
26.	Do you feel a real need exists for vocational education for youth in western Wisconsin?	2 6.6%	27 90.0%	1 3.3%
27.	Do you feel a real need exists for vocational education for adults in western Wisconsin?	4 13.3%	25 83.3%	1 3.3%
28.	Considering your present occupation and life style, would you participate in avocational education related to hobbies, etc., if the avocational course(s) were available?	2 6.6%	27 90.0%	1 3.3%
29.	Do you feel career counseling would be beneficial to you? (Assistance in identifying possible jobs you would like and the training required to obtain these jobs, etc.)	9 30.0%	20 66.6%	1 3.3%

Thank you for responding. Please turn in your survey form to the person who gave it to you.

QUESTIONNAIRE

For Career and Continuing Adult Education

Key: N/%

Evening Programs (Age 21-22)

To serve residents of the Western Wisconsin VTAE District better, we ask you to complete this questionnaire.

1. Course you are taking: Title ______________________ No. ________
2. Should this course be continued? 35/94.5% Yes 2/ 5.4% No 0/0% Omits
3. Is it a good course? 35/94.5% Yes 2/ 5.4% No 0/0% Omits
   Is it well taught? 32/86.4 Yes 4/10.8% No 1/2.7 Omits
4. What course would you be interested in taking in the future? 21/56.7% 16/43.2% Omits
5. Can you suggest a new course you would like WWTI to offer? 8/21.6% 29/78.3% Omits
6. Did you learn about this course from:

   a. 9/24.3% newspaper
   b. 1/ 2.7% radio
   c. 0/0% instructor
   d. 1/ 2.7% night school supervisor
   e. 11/29.7% a brochure
   f. 13/35.1% a friend
   g. 2/ 5.4% another source
   0/ 0% Omits

Directions: Please respond to the following items. Most require only a check mark. This information will be used to improve the adult evening programs and career education services.

7. Which of the following best describes the area in which you live?

   a. 9/24.3% Rural
   b. 4/10.8% Town: Less than 1,000
   c. 7/18.9% Town: 1,000 - 1,999
   d. 9/24.3% Town: 2,000 - 9,999
   e. 8/21.6% City: 10,000 or more
   0/0% Omits

8. Sex:

   a. 28/75.6% Female 9/24.3 Male 0/0% Omits

9. Marital status:

   a. 17/45.9% Married
   b. 20/54.0% Single
   c. 0/0% Separated
   d. 0/0% Divorced
   0/0% Omits

10. How many children do you have?

    a. 33/89.1% None
    b. 2/ 5.4% One
    c. 2/ 5.4% Two-Three
    d. 0/0% Four-Five
    e. 0/0% Six or more
    0/0% Omits

11. If you have children in school, in what grades are they enrolled? Check all that apply.

    a. 1/02.7% K - 3
    b. 0/0% 4 - 6
    c. 0/0% 7 - 9
    d. 0/0% 10 -12
    e. 0/0% Vocational-Technical School
    f. 0/0% College
    g. 1/02.7% Other

12. In which of the following age groups do you fall?

a. ________ 16 - 18
b. ________ 19 - 20
c. 27/100% 21 - 22
d. ________ 23 - 30
e. ________ 31 - 40
f. ________ 41 - 50
g. ________ 51 - 60
h. ________ 61 - 65
i. ________ 66 and over

13. What do you see as the main purpose of secondary education (grades 7 - 12)? Check one.

a. 10/27.0% Prepare for a job
b. 23/62.1% Develop intellectual skills
c. 1/ 2.7% Develop hobbies and leisure time skills
d. 0/0% Attain self-satisfaction
e. 2/ 5.4% Learn how to get along better with people
f. 1/ 2.7% Other: ________
0/0% Omits

14. What do you see as the main purpose of adult education?

a. 9/24.3% Prepare for a job
b. 9/24.3% Develop intellectual skills
c. 7/18.9% Develop hobbies and leisure time skills
d. 11/29.7% Attain self-satisfaction
e. 0/0% Learn how to get along better with people
f. 1/ 2.7% Other: ________
0.0% Omits

15. What is your highest level of formal education?

a. 1/2.70% Less than eighth grade
b. 8/21.62% Eighth grade
c. 8/21.62% Some high school
d. 1/ 2.70% High school graduate
e. 7/18.92% Vocational diploma or certificate
f. 11/29.73% Associate degree (A.A. or A.S.)
g. 1/ 2.70% Some college
h. 0 Bachelor's Degree
i. 0 Master's Degree
j. 0 Doctor's Degree
k. ________ Other: ________

16. Did you enroll in any adult evening courses during the last school year (September, 1973 - May, 1974)?

6/16.2% Yes 31/83.7% No 0/0% Omits

17-20 How many times have you heard or received information --

Activity/Service	Frequency Information Received	
	Median	IQR
17. a. Regarding career and continuing education programs provided by WWTI.	3.17*	2.54
b. For students in grades K - 12?	1.25	1.54
c. For adults in western Wisconsin	3.21	2.02

*1 = Never; 2 = 1; 3 = 2-3; 4 = 4-5; 5 = 6 or more

How many times have you heard or received information --

	Frequency Information Received	
	Median	IQR
18. Indicating the possibility of coordinating high school and technical institute programs?	2.00	1.64
19. Related to the career and continuing education resource centers in western Wisconsin?	2.31	2.00
20. Related to: a. The activities of these centers?	2.33	1.58
b. Career counseling for adults?	1.94	2.00
c. Career counseling for students?	2.21	1.94

21-29 Please give your opinions related to the following statements. Respond as you feel.

Statement	Response		
	No	Yes	Omits
21. Do you understand that "career education" encompasses all education: professional, technical, vocational? If you do not, omit questions 21 and 22.	0 0.0%	30 81.0%	7 18.9%
22. Do you feel that a real need exists for career education for youth in western Wisconsin?	1 2.7%	33 89.1%	3 8.1%
23. Do you feel that a re[illegible]ed exists for career education for adults in western Wisconsin?	1 2.7%	35 94.5%	1 2.7%
24. Are you interested in enrolling in a vocational course(s) to improve performance on your present job?	16 43.2%	21 56.7%	0 0.0%
25. Are you interested in enrolling in a vocational course(s) to prepare for another job?	14 37.8%	22 59.4%	1 2.7%
26. Do you feel a real need exists for vocational education for youth in western Wisconsin?	1 2.7%	36 97.2%	0 0.0%
27. Do you feel a real need exists for vocational education for adults in western Wisconsin?	0 0.0%	37 100.0%	0 0.0%
28. Considering your present occupation and life style, would you participate in avocational education related to hobbies, etc., if the avocational course(s) were available?	3 8.1%	34 91.8%	0 0.0%
29. Do you feel career counseling would be beneficial to you? (Assistance in identifying possible jobs you would like and the training required to obtain these jobs, etc.)	13 35.1%	23 62.1%	1 2.7%

Thank you for responding. Please turn in your survey form to the person who gave it to you.

QUESTIONNAIRE

For Career and Continuing Adult Education

Evening Programs (Age 23-30)

Key: N/%

To serve residents of the Western Wisconsin VTAE District better, we ask you to complete this questionnaire.

1. Course you are taking: Title ______________________ No. ________

2. Should this course be continued? 115/96.6% Yes 2/1.6% No
   2/1.6% Omits

3. Is it a good course? 117/98.3% Yes 1/ .8% No 1/ .8% Omits
   Is it well taught? 106/89.0% Yes 2/1.6% No 11/9.2% Omits

4. What course would you be interested in taking in the future? 85/71.4%
   34/28.5% Omits

5. Can you suggest a new course you would like WWTI to offer? 31/26.0%
   88/73.9% Omits

6. Did you learn about this course from:

a.	51/42.8%	newspaper	e.	29/24.3%	a brochure
b.	2/ 1.6%	radio	f.	26/21.8%	a friend
c.	2/ 1.6%	instructor	g.	5/ 4.2%	another source
d.	2/ 1.6%	night school supervisor		2/ 1.6%	Omits

Directions: Please respond to the following items. Most require only a check mark. This information will be used to improve the adult evening programs and career education services.

7. Which of the following best describes the area in which you live?

a.	40/33.6%	Rural
b.	9/ 7.5%	Town: Less than 1,000
c.	20/16.8%	Town: 1,000 - 1,999
d.	25/21.0%	Town: 2,000 - 9,999
e.	22/18.4%	City: 10,000 or more
	3/ 2.5%	Omits

8. Sex:

   a. 87/73.1% Female 31/26.0% Male 1/ .8% Omits

9. Marital status:

a.	88/73.9%	Married	c.	3/2.5%	Separated
b.	26/21.8%	Single	d.	2/1.6%	Divorced
				0	Omits

10. How many children do you have?

a.	47/39.4%	None	d.	46/38.6%	Four-Five
b.	21/17.6%	One	e.	3/ 2.5%	Six or more
c.		Two-Three		0	Omits

11. If you have children in school, in what grades are they enrolled? Check all that apply.

a.	39/32.7%	K - 3	e.	0	Vocational-Technical School
b.	13/10.9%	4 - 6	f.	0	College
c.	5/ 4.2%	7 - 9	g.	2/ 1.6%	Other
d.	1/ .8%	10 -12			

12. In which of the following age groups do you fall?

a. ______ 16 - 18
b. ______ 19 - 20
c. ______ 21 - 22
d. ______ 23 - 30
e. ______ 31 - 40
f. ______ 41 - 50
g. ______ 51 - 60
h. ______ 61 - 65
i. ______ 66 and over

13. What do you see as the main purpose of secondary education (grades 7 - 12)? Check one.

a. 43/36.1% Prepare for a job
b. 50/42.0% Develop intellectual skills
c. 2/ 1.6% Develop hobbies and leisure time skills
d. 8/ 6.7% Attain self-satisfaction
e. 2/ 1.6% Learn how to get along better with people
f. 7/ 5.8% Other: ______
7/ 5.8% Omits

14. What do you see as the main purpose of adult education?

a. 22/18.4% Prepare for a job
b. 34/28.5% Develop intellectual skills
c. 30/25.2% Develop hobbies and leisure time skills
d. 20/16.8% Attain self-satisfaction
e. 0 Learn how to get along better with people
f. 8/ 6.7% Other: ______
5/ 4.2% Omits

15. What is your highest level of formal education?

a. 3/ 2.5% Less than eighth grade
b. 2/ 1.7% Eighth grade
c. 4/ 3.4% Some high school
d. 24/20.2% High school graduate
e. 21/17.6% Vocational diploma or certificate
f. 3/ 2.5% Associate degree (A.A. or A.S.)
g. 9/ 7.6% Some college
h. 48/40.3% Bachelor's Degree
i. 3/ 3.4% Master's Degree
j. 1/ .8% Doctor's Degree
k. ______ Other: ______

16. Did you enroll in any adult evening courses during the last school year (September, 1973 - May, 1974)?

47/39.4% Yes 67/56.3% No 5/4.2% Omits

17-20 How many times have you heard or received information --

Activity/Service	Frequency Information Received	
	Median	IQR
17. a. Regarding career and continuing education programs provided by WWTI.	2.9*	1.79
b. For students in grades K - 12?	1.32	1.78
c. For adults in western Wisconsin	3.31	1.59

*1 = Never; 2 = 1; 3 = 2-3; 4 = 4-5; 5 = 6 or more

How many times have you heard or received information --

	Frequency Information Received	
	Median	IQR
18. Indicating the possibility of coordinating high school and technical institute programs?	1.44%	1.42%
19. Related to the career and continuing education resource centers in western Wisconsin?	2.34%	2.04%
20. Related to:		
a. The activities of these centers?	1.71%	1.52%
b. Career counseling for adults?	1.44%	1.33%
c. Career counseling for students?	1.66%	1.79%

21-29 Please give your opinions related to the following statements. Respond as you feel.

Statement	Response		
	No	Yes	Omits
21. Do you understand that "career education" encompasses all education: professional, technical, vocational? If you do not, omit questions 21 and 22.	5 4.2%	96 80.6%	18 15.1%
22. Do you feel that a real need exists for career education for youth in western Wisconsin?	3 2.5%	102 85.7%	14 11.7%
23. Do you feel that a real need exists for career education for adults in western Wisconsin?	3 2.5%	105 88.2%	11 9.2%
24. Are you interested in enrolling in a vocational course(s) to improve performance on your present job?	51 42.8%	63 52.9%	5 4.2%
25. Are you interested in enrolling in a vocational course(s) to prepare for another job?	59 49.5%	53 44.5%	7 5.8%
26. Do you feel a real need exists for vocational education for youth in western Wisconsin?	7 5.8%	107 89.9%	5 4.2%
27. Do you feel a real need exists for vocational education for adults in western Wisconsin?	6 5.0%	107 89.9%	6 5.0%
28. Considering your present occupation and life style, would you participate in avocational education related to hobbies, etc., if the avocational course(s) were available?	19 15.9%	94 78.9%	6 5.0%
29. Do you feel career counseling would be beneficial to you? (Assistance in identifying possible jobs you would like and the training required to obtain these jobs, etc.)	50 42.0%	64 53.7%	5 4.2%

Thank you for responding. Please turn in your survey form to the person who gave it to you.

QUESTIONNAIRE

For Career and Continuing Adult Education

Evening Programs (Age 31-40)

Key: N/%

To serve residents of the Western Wisconsin VTAE District better, we ask you to complete this questionnaire.

1. Course you are taking: Title ______ No. ______
2. Should this course be continued? 83/97.6% Yes 0/0% No 2/ 2.3% Omits
3. Is it a good course? 85/100.0% Yes 0/0% No 0/0% Omits
   Is it well taught? 77/90.5% Yes 2/ 2.3% No 6/ 7.0% Omits
4. What course would you be interested in taking in the future? 48/56.4% 37/43.5% Omits
5. Can you suggest a new course you would like WWTI to offer? 22/25.8% 63/74.1% Omits
6. Did you learn about this course from:
   a. 29/34.1% newspaper
   b. 2/ 2.3% radio
   c. 11/12.9% instructor
   d. 2/ 2.3% night school supervisor
   e. 20/23.5% a brochure
   f. 20/23.5% a friend
   g. 1/ 1.1% another source
   0/0% Omits

Directions: Please respond to the following items. Most require only a check mark. This information will be used to improve the adult evening programs and career education services.

7. Which of the following best describes the area in which you live?
   a. 32/37.6% Rural
   b. 6/ 7.0% Town: Less than 1,000
   c. 12/14.1% Town: 1,000 - 1,999
   d. 28/32.9% Town: 2,000 - 9,999
   e. 7/ 8.2% City: 10,000 or more
   0/0% Omits
8. Sex:
   a. 64/75.2% Female 21/24.7% Male 0/0% Omits
9. Marital status:
   a. 76/89.4% Married
   b. 4/ 4.7% Single
   c. 1/ 1.1% Separated
   d. 3/ 3.5% Divorced
   1/ 1.1% Omits
10. How many children do you have?
    a. 11/12.9% None
    b. 7/ 8.2% One
    c. 43/50.5% Two-Three
    d. 18/21.1% Four-Five
    e. 6/ 7.0% Six or more
    0/0% Omits
11. If you have children in school, in what grades are they enrolled? Check all that apply.
    a. 37/43.5% K - 3
    b. 43/50.5% 4 - 6
    c. 39/45.8% 7 - 9
    d. 25/29.4% 10 - 12
    e. 4/ 4.7% Vocational-Technical School
    f. 2/ 2.3% College
    g. 1/ 1.1% Other

12. In which of the following age groups do you fall?

a. ______ 16 - 18
b. ______ 19 - 20
c. ______ 21 - 22
d. ______ 23 - 30
e. 85/100% 31 - 40
f. ______ 41 - 50
g. ______ 51 - 60
h. ______ 61 - 65
i. ______ 66 and over

13. What do you see as the main purpose of secondary education (grades 7 - 12)? Check one.

a. 28/32.9% Prepare for a job
b. 39/45.8% Develop intellectual skills
c. 4/ 4.7% Develop hobbies and leisure time skills
d. 3/ 3.5% Attain self-satisfaction
e. 5/ 5.8% Learn how to get along better with people
f. 3/ 3.5% Other: ______
3/ 3.5% Omits

14. What do you see as the main purpose of adult education?

a. 12/14.1% Prepare for a job
b. 20/23.5% Develop intellectual skills
c. 21/24.7% Develop hobbies and leisure time skills
d. 25/29.4% Attain self-satisfaction
e. 1/ 1.1% Learn how to get along better with people
f. 5/ 5.8% Other: ______
1/ 1.1% Omits

15. What is your highest level of formal education?

a. 2/ 2.35% Less than eighth grade
b. 1/ 1.18% Eighth grade
c. 5/ 5.88% Some high school
d. 16/18.82% High school graduate
e. 16/18.82% Vocational diploma or certificate
f. 1/ 1.18% Associate degree (A.A. or A.S.)
g. 4/ 4.71% Some college
h. 34/40.00% Bachelor's Degree
i. 6/7.06% Master's Degree
j. ______ Doctor's Degree
k. ______ Other: ______

16. Did you enroll in any adult evening courses during the last school year (September, 1973 - May, 1974)?

37/43.5% Yes 48/56.4% No 0/0% Omits

17-20 How many times have you heard or received information --

Activity/Service	Frequency Information Received	
	Median	IQR
17. a. Regarding career and continuing education programs provided by WWTI.	3.21*	1.90
b. For students in grades K - 12?	1.31	1.92
c. For adults in western Wisconsin	3.54	1.30

*1 = Never; 2 = 1; 3 = 2-3; 4 = 4-5; 5 = 6 or more

How many times have you heard or received information --

		Frequency Information Received	
		Median	IQR
18.	Indicating the possibility of coordinating high school and technical institute programs?	1.25	1.17
19.	Related to the career and continuing education resource centers in western Wisconsin?	2.17	2.41
20.	Related to:		
	a. The activities of these centers?	1.85	2.41
	b. Career counseling for adults?	1.34	1.29
	c. Career counseling for students?	1.45	1.71

21-29 Please give your opinions related to the following statements. Respond as you feel.

	Statement	Response		
		No	Yes	Omits
21.	Do you understand that "career education" encompasses all education: professional, technical, vocational? If you do not, omit questions 21 and 22.	3 3.5%	66 77.6%	16 18.8%
22.	Do you feel that a real need exists for career education for youth in western Wisconsin?	5 5.8%	69 81.1%	11 12.9%
23.	Do you feel that a real need exists for career education for adults in western Wisconsin?	4 4.7%	75 88.2%	6 7.0%
24.	Are you interested in enrolling in a vocational course(s) to improve performance on your present job?	42 49.4%	35 41.1%	8 9.4%
25.	Are you interested in enrolling in a vocational course(s) to prepare for another job?	41 48.2%	34 40.0%	10 11.7%
26.	Do you feel a real need exists for vocational education for youth in western Wisconsin?	3 3.5%	76 89.4	6 7.0%
27.	Do you feel a real need exists for vocational education for adults in western Wisconsin?	3 3.5%	76 89.4%	6 7.0%
28.	Considering your present occupation and life style, would you participate in avocational education related to hobbies, etc., if the avocational course(s) were available?	9 10.5%	70 82.3%	6 7.0%
29.	Do you feel career counseling would be beneficial to you? (Assistance in identifying possible jobs you would like and the training required to obtain these jobs, etc.)	40 47.0%	39 45.8%	6 7.0%

Thank you for responding. Please turn in your survey form to the person who gave it to you.

QUESTIONNAIRE

For Career and Continuing Adult Education

Key: N/%

Evening Programs (Age 41-50)

To serve residents of the Western Wisconsin VTAE District better, we ask you to complete this questionnaire.

1. Course you are taking: Title ______________________ No. ________
2. Should this course be continued? 73/97.3% Yes 1/ 1.3% No 1/ 1.3% Omits
3. Is it a good course? 73/97.3% Yes 1/ 1.3% No 1/ 1.3% Omits
   Is it well taught? 69/92.0% Yes 2/ 2.6% No 4/ 5.3% Omits
4. What course would you be interested in taking in the future? 52/69.3% 23/30.6% Omits
5. Can you suggest a new course you would like WWTI to offer? 15/20.0% 60/80.0% Omits
6. Did you learn about this course from:

a. 35/46.6% newspaper
b. 2/ 2.6% radio
c. 6/ 8.0% instructor
d. 1/ 1.3% night school supervisor
e. 9/12.0% a brochure
f. 15/20.0% a friend
g. 5/ 6.6% another source
2/ 2.6% Omits

Directions: Please respond to the following items. Most require only a check mark. This information will be used to improve the adult evening programs and career education services.

7. Which of the following best describes the area in which you live?

a. 34/45.3% Rural
b. 10/13.3% Town: Less than 1,000
c. 13/17.3% Town: 1,000 - 1,999
d. 11/14.6% Town: 2,000 - 9,999
e. 5/ 6.6% City: 10,000 or more
2/ 2.6% Omits

8. Sex:

a. 51/68.0% Female 24/32.0% Male 0/0% Omits

9. Marital status:

a. 66/88.0% Married
b. 5/ 6.6% Single
c. 0/0% Separated
d. 1/ 1.3% Divorced
3/ 4.0% Omits

10. How many children do you have?

a. 6/ 8.0% None
b. 9/12.0% One
c. 37/49.3% Two-Three
d. 14/18.6% Four-Five
e. 8/10.6% Six or more
1/ 1.3% Omits

11. If you have children in school, in what grades are they enrolled? Check all that apply.

a. 9/12.0% K - 3
b. 18/24.0% 4 - 6
c. 25/33.3% 7 - 9
d. 32/42.6% 10 -12
e. 7/ 9.3% Vocational-Technical School
f. 16/21.3% College
g. 2/ 2.6% Other

12. In which of the following age groups do you fall?

a. ______ 16 - 18
b. ______ 19 - 20
c. ______ 21 - 22
d. ______ 23 - 30
e. ______ 31 - 40
f. 75/100% 41 - 50
g. ______ 51 - 60
h. ______ 61 - 65
i. ______ 66 and over

13. What do you see as the main purpose of secondary education (grades 7 - 12)? Check one.

a. 37/49.3% Prepare for a job
b. 28/37.3% Develop intellectual skills
c. 1/ 1.3% Develop hobbies and leisure time skills
d. 3/ 4.0% Attain self-satisfaction
e. 2/ 2.6% Learn how to get along better with people
f. 1/ 1.3% Other: ______
3/ 4.0% Omits

14. What do you see as the main purpose of adult education?

a. 11/14.6% Prepare for a job
b. 23/30.6% Develop intellectual skills
c. 25/33.3% Develop hobbies and leisure time skills
d. 12/16.0% Attain self-satisfaction
e. 0/0% Learn how to get along better with people
f. 3/ 4.0% Other: ______
1/ 1.3% Omits

15. What is your highest level of formal education?

a. 1/ 1.33% Less than eighth grade
b. 1/ 1.33% Eighth grade
c. 1/ 1.33% Some high school
d. 7/ 9.33% High school graduate
e. 12/16.00% Vocational diploma or certificate
f. 6/ 8.00% Associate degree (A.A. or A.S.)
g. 30/40.00% Some college
h. 5/ 6.67% Bachelor's Degree
i. 10/13.33% Master's Degree
j. 1/ 1.33% Doctor's Degree
k. 1/ 1.33% Other: ______

16. Did you enroll in any adult evening courses during the last school year (September, 1973 - May, 1974)?

33/44.0% Yes 41/54.6% No 1/ 1.3% Omits

17-20 How many times have you heard or received information --

Activity/Service	Frequency Information Received	
	Median	IQR
17. a. Regarding career and continuing education programs provided by WWTI.	3.00*	2.28
b. For students in grades K - 12?	1.94	2.06
c. For adults in western Wisconsin	3.47	1.44

*1 = Never; 2 = 1; 3 = 2-3; 4 = 4-5; 5 = 6 or more

How many times have you heard or received information --

		Frequency Information Received	
		Median	IQR
18.	Indicating the possibility of coordinating high school and technical institute programs?	1.73	1.75
19.	Related to the career and continuing education resource centers in western Wisconsin?	2.56	1.68
20.	Related to: a. The activities of these centers?	2.17	1.98
	b. Career counseling for adults?	2.00	1.74
	c. Career counseling for students?	2.15	1.97

21-29 Please give your opinions related to the following statements. Respond as you feel.

	Statement	Response		
		No	Yes	Omits
21.	Do you understand that "career education" encompasses all education: professional, technical, vocational? If you do not, omit questions 21 and 22.	6 8.0%	44 58.6%	25 33.3%
22.	Do you feel that a real need exists for career education for youth in western Wisconsin?	1 1.3%	53 70.6%	21 28.0%
23.	Do you feel that a real need exists for career education for adults in western Wisconsin?	6 8.0%	58 77.3%	11 14.6%
24.	Are you interested in enrolling in a vocational course(s) to improve performance on your present job?	29 38.6%	35 46.6%	11 14.6%
25.	Are you interested in enrolling in a vocational course(s) to prepare for another job?	43 57.3%	19 25.3%	13 17.3%
26.	Do you feel a real need exists for vocational education for youth in western Wisconsin?	6 8.0%	61 81.3%	8 10.6%
27.	Do you feel a real need exists for vocational education for adults in western Wisconsin?	10 13.3%	57 76.0%	8 10.6%
28.	Considering your present occupation and life style, would you participate in avocational education related to hobbies, etc., if the avocational course(s) were available?	17 22.6%	47 62.6%	11 14.6%
29.	Do you feel career counseling would be beneficial to you? (Assistance in identifying possible jobs you would like and the training required to obtain these jobs, etc.)	27 36.0%	34 45.3%	14 18.6%

Thank you for responding. Please turn in your survey form to the person who gave it to you.

QUESTIONNAIRE

For Career and Continuing Adult Education

Key: N/%

Evening Programs (Age 51-60)

To serve residents of the Western Wisconsin VTAE District better, we ask you to complete this questionnaire.

1. Course you are taking: Title __________ No. ______
2. Should this course be continued? 49/96.0% Yes 0/0% No 2/ 3.9% Omits
3. Is it a good course? 51/100.0% Yes 0/0% No 0/0% Omits
   Is it well taught? 47/92.1% Yes 0/0% No 4/ 7.8% Omits
4. What course would you be interested in taking in the future? 31/60.7%
   20/39.2% Omits
5. Can you suggest a new course you would like WWTI to offer? 12/23.5%
   39/76.4% Omits
6. Did you learn about this course from:

a. 22/43.1% newspaper
b. 4/ 7.8% radio
c. 2/ 3.9% instructor
d. 2/ 3.9% night school supervisor
e. 7/13.7% a brochure
f. 12/23.5% a friend
g. 2/ 3.9% another source
0/0% Omits

Directions: Please respond to the following items. Most require only a check mark. This information will be used to improve the adult evening programs and career education services.

7. Which of the following best describes the area in which you live?

a. 11/21.5% Rural
b. 5/ 9.8% Town: Less than 1,000
c. 9/17.6% Town: 1,000 - 1,999
d. 16/31.3% Town: 2,000 - 9,999
e. 9/17.6% City: 10,000 or more
1/ 1.9% Omits

8. Sex:

a. 34/66.6% Female 17/33.3% Male 0/0% Omits

9. Marital status:

a. 36/70.5% Married
b. 6/11.7% Single
c. 3/ 5.8% Separated
d. 4/ 7.8% Divorced
2/ 3.9% Omits

10. How many children do you have?

a. 6/11.7% None
b. 1/ 1.9% One
c. 25/49.0% Two-Three
d. 10/19.6% Four-Five
e. 7/13.7% Six or more
2/ 3.9% Omits

11. If you have children in school, in what grades are they enrolled? Check all that apply.

a. 1/ 1.9% K - 3
b. 5/ 9.8% 4 - 6
c. 8/15.6% 7 - 9
d. 16/31.3% 10 -12
e. 5/ 9.8% Vocational-Technical School
f. 10/19.6% College
g. 3/ 5.8% Other

12. In which of the following age groups do you fall?

a. 16 - 18
b. 19 - 20
c. 21 - 22
d. 23 - 30
e. 31 - 40
f. 41 - 50
g. 51/100% 51 - 60
h. 61 - 65
i. 66 and over

13. What do you see as the main purpose of secondary education (grades 7 - 12)? Check one.

a. 20/39.2% Prepare for a job
b. 15/29.4% Develop intellectual skills
c. 3/ 5.8% Develop hobbies and leisure time skills
d. 3/ 5.8% Attain self-satisfaction
e. 0/0% Learn how to get along better with people
f. 4/ 7.8% Other:
6/11.7% Omits

14. What do you see as the main purpose of adult education?

a. 2/ 3.9% Prepare for a job
b. 12/23.5% Develop intellectual skills
c. 18/35.2% Develop hobbies and leisure time skills
d. 11/21.5% Attain self-satisfaction
e. 0/0% Learn how to get along better with people
f. 5/ 9.8% Other:
3/ 5.8% Omits

15. What is your highest level of formal education?

a. 1/ 1.96% Less than eighth grade
b. 2/ 3.92% Eighth grade
c. 4/ 7.84% Some high school
d. 4/ 7.84% High school graduate
e. 5/ 9.80% Vocational diploma or certificate
f. 19/37.25% Associate degree (A.A. or A.S.)
g. 7/13.73% Some college
h. 6/11.76% Bachelor's Degree
i. 1/ 1.96% Master's Degree
j. 0 Doctor's Degree
k. 0 Other:

16. Did you enroll in any adult evening courses during the last school year (September, 1973 - May, 1974)?

28/54.9% Yes 21/41.1% No 2/ 3.9% Omits

17-20 How many times have you heard or received information --

Activity/Service	Frequency Information Received	
	Median	IQR
17. a. Regarding career and continuing education programs provided by WWTI.	3.38*	1.53
b. For students in grades K - 12?	3.00	2.59
c. For adults in western Wisconsin	3.38	1.68

*1 = Never; 2 = 1; 3 = 2-3; 4 = 4-5; 5 = 6 or more

How many times have you heard or received information --

		Frequency Information Received	
		Median	IQR
18.	Indicating the possibility of coordinating high school and technical institute programs?	1.90	2.16
19.	Related to the career and continuing education resource centers in western Wisconsin?	2.72	1.96
20.	Related to: a. The activities of these centers?	2.88	2.00
	b. Career counseling for adults?	2.57	2.05
	c. Career counseling for students?	2.25	2.29

21-29 Please give your opinions related to the following statements. Respond as you feel.

		Response		
	Statement	No	Yes	Omits
21.	Do you understand that "career education" encompasses all education: professional, technical, vocational? If you do not, omit questions 21 and 22.	4 7.8%	28 54.9%	19 37.2%
22.	Do you feel that a real need exists for career education for youth in western Wisconsin?	3 5.8%	33 64.7%	15 29.4%
23.	Do you feel that a real need exists for career education for adults in western Wisconsin?	5 9.8%	39 76.4%	7 13.7%
24.	Are you interested in enrolling in a vocational course(s) to improve performance on your present job?	14 27.4%	26 50.9%	11 21.5%
25.	Are you interested in enrolling in a vocational course(s) to prepare for another job?	28 54.9%	13 25.4%	10 19.6%
26.	Do you feel a real need exists for vocational education for youth in western Wisconsin?	3 5.8%	39 76.4%	9 17.6%
27.	Do you feel a real need exists for vocational education for adults in western Wisconsin?	3 5.8%	40 78.4%	8 15.6%
28.	Considering your present occupation and life style, would you participate in avocational education related to hobbies, etc., if the avocational course(s) were available?	8 15.6%	37 72.5%	6 11.7%
29.	Do you feel career counseling would be beneficial to you? (Assistance in identifying possible jobs you would like and the training required to obtain these jobs, etc.)	19 37.2%	21 41.1%	11 21.5%

Thank you for responding. Please turn in your survey form to the person who gave it to you.

QUESTIONNAIRE

For Career and Continuing Adult Education

Evening Programs (Age 61-65)

Key: N/%

To serve residents of the Western Wisconsin VTAE District better, we ask you to complete this questionnaire.

1. Course you are taking: Title ____________ No. ______
2. Should this course be continued? 24/100% Yes ______ No ______ Omits
3. Is it a good course? 24/100% Yes ______ No ______ Omits
   Is it well taught? 23/95.8% Yes ______ No 1/ 4.1% Omits
4. What course would you be interested in taking in the future? 16/66.6%
   8/33.3% Omits
5. Can you suggest a new course you would like WWTI to offer? 5/20.8%
   19/79.1% Omits
6. Did you learn about this course from:

   a. 12/50.0% newspaper
   b. 0 radio
   c. 2/ 8.3% instructor
   d. 0 night school supervisor
   e. 5/20.8% a brochure
   f. 3/12.5% a friend
   g. 0 another source
   2/ 8.3% Omits

Directions: Please respond to the following items. Most require only a check mark. This information will be used to improve the adult evening programs and career education services.

7. Which of the following best describes the area in which you live?

   a. 10/41.6% Rural
   b. 1/ 4.1% Town: Less than 1,000
   c. 7/29.1% Town: 1,000 - 1,999
   d. 3/12.5% Town: 2,000 - 9,999
   c. 3/12.5% City: 10,000 or more
   0 Omits

8. Sex:

   a. 14/58.3% Female 10/41.6% Male 0 Omits

9. Marital status:

   a. 18/75.0% Married
   b. 4/16.6% Single
   c. 0 Separated
   d. 2/ 8.3% Divorced
   0 Omits

10. How many children do you have?

   a. 3/12.5% None
   b. 3.12.5% One
   c. 11/45.8% Two-Three
   d. 4/16.6% Four-Five
   e. 2/ 8.3% Six or more
   1/ 4.1% Omits

11. If you have children in school, in what grades are they enrolled? Check all that apply.

   a. 0 K - 3
   b. 0 4 - 6
   c. 1/ 4.1% 7 - 9
   d. 1/ 4.1% 10 -12
   e. 0 Vocational-Technical School
   f. 5/20.8% College
   g. 2/ 8.3% Other

12. In which of the following age groups do you fall?

a. __________ 16 - 18
b. __________ 19 - 20
c. __________ 21 - 22
d. __________ 23 - 30
e. __________ 31 - 40
f. __________ 41 - 50
g. __________ 51 - 60
h. __________ 61 - 65
i. __________ 66 and over

13. What do you see as the main purpose of secondary education (grades 7 - 12)? Check one.

a. 9/37.5% Prepare for a job
b. 10/41.6% Develop intellectual skills
c. 2/ 8.3% Develop hobbies and leisure time skills
d. 1/ 4.1% Attain self-satisfaction
e. 0 Learn how to get along better with people
f. 1/ 4.1% Other: __________
1/ 4.1% Omits

14. What do you see as the main purpose of adult education?

a. 2/ 8.3% Prepare for a job
b. 9/37.5% Develop intellectual skills
c. 5/20.8% Develop hobbies and leisure time skills
d. 4/16.6% Attain self-satisfaction
e. 1/ 4.1% Learn how to get along better with people
f. 0 Other: __________
3/12.5% Omits

15. What is your highest level of formal education?

a. 4/16.7% Less than eighth grade
b. 1/ 4.2% Eighth grade
c. 4/16.7% Some high school
d. 1/ 4.2% High school graduate
e. 7/29.2% Vocational diploma or certificate
f. 1/ 4.2% Associate degree (A.A. or A.S.)
g. 6/25.0% Some college
h. 0 Bachelor's Degree
i. 0 Master's Degree
j. 0 Doctor's Degree
k. 0 Other: __________

16. Did you enroll in any adult evening courses during the last school year (September, 1973 - May, 1974)?

10/41.6% Yes 14/58.3% No 0 Omits

17-20 How many times have you heard or received information --

Activity/Service	Frequency Information Received	
	Median	IQR
17. a. Regarding career and continuing education programs provided by WWTI.	3.79*	1.89
b. For students in grades K - 12?	3.64	2.82
c. For adults in western Wisconsin	3.83	1.67

*1 = Never; 2 = 1; 3 = 2-3; 4 = 4-5; 5 = 6 or more

How many times have you heard or received information --

		Frequency Information Received	
		Median	IQR
18.	Indicating the possibility of coordinating high school and technical institute programs?	3.72	2.74
19.	Related to the career and continuing education resource centers in western Wisconsin?	3.80	2.15
20.	Related to:		
	a. The activities of these centers?	3.64	2.57
	b. Career counseling for adults?	2.75	2.76
	c. Career counseling for students?	3.64	2.97

21-29 Please give your opinions related to the following statements. Respond as you feel.

	Statement	Response		
		No	Yes	Omits
21.	Do you understand that "career education" encompasses all education: professional, technical, vocational? If you do not, omit questions 21 and 22.	1 4.1%	13 54.1%	10 41.6%
22.	Do you feel that a real need exists for career education for youth in western Wisconsin?	2 8.3%	15 62.5%	7 29.1%
23.	Do you feel that a real need exists for career education for adults in western Wisconsin?	2 8.3%	18 75.0%	4 16.6%
24.	Are you interested in enrolling in a vocational course(s) to improve performance on your present job?	17 70.8%	2 8.3%	5 20.8%
25.	Are you interested in enrolling in a vocational course(s) to prepare for another job?	17 70.8%	1 4.1%	6 25.0%
26.	Do you feel a real need exists for vocational education for youth in western Wisconsin?	2 8.3%	16 66.6%	6 25.0%
27.	Do you feel a real need exists for vocational education for adults in western Wisconsin?	1 4.1%	16 66.6%	7 29.1%
28.	Considering your present occupation and life style, would you participate in avocational education related to hobbies, etc., if the avocational course(s) were available?	1 4.1%	18 75.0%	5 20.8%
29.	Do you feel career counseling would be beneficial to you? (Assistance in identifying possible jobs you would like and the training required to obtain these jobs, etc.)	14 58.3%	3 12.5%	7 29.1%

Thank you for responding. Please turn in your survey form to the person who gave it to you.

QUESTIONNAIRE

For Career and Continuing Adult Education

Evening Programs (66 and over)

Key: N/%

To serve residents of the Western Wisconsin VTAE District better, we ask you to complete this questionnaire.

1. Course you are taking: Title ______ No. ______
2. Should this course be continued? 26/96.2% Yes 0 No
   1/ 3.7% Omits
3. Is it a good course? 26/96.2% Yes 0 No 1/ 3.7% Omits
   Is it well taught? 24/88.8% Yes 0 No 3/11.1% Omits
4. What course would you be interested in taking in the future? 16/59.2%
   11/40.7% Omits
5. Can you suggest a new course you would like WWTI to offer? 1/ 3.7%
   26/96.2% Omits
6. Did you learn about this course from:
   a. 12/44.4% newspaper
   b. 1/ 3.7% radio
   c. 2/ 7.4% instructor
   d. 0 night school supervisor
   e. 1/ 3.7% a brochure
   f. 11/40.7% a friend
   g. 0 another source
   0 Omits

Directions: Please respond to the following items. Most require only a check mark. This information will be used to improve the adult evening programs and career education services.

7. Which of the following best describes the area in which you live?
   a. 3/11.1% Rural
   b. 12/44.4% Town: Less than 1,000
   c. 4/14.8% Town: 1,000 - 1,999
   d. 5/18.5% Town: 2,000 - 9,999
   e. 3/11.1% City: 10,000 or more
   0 Omits
8. Sex:
   a. 23/85.1% Female 4/14.8% Male 0 Omits
9. Marital status:
   a. 21/77.7% Married
   b. 5/18.5% Single
   c. 0 Separated
   d. 1/ 3.7% Divorced
   0 Omits
10. How many children do you have?
   a. 8/29.6% None
   b. 3/11.1% One
   c. 9/33.3% Two-Three
   d. 3/11.1% Four-Five
   e. 3/11.1% Six or more
   1/ 3.7% Omits
11. If you have children in school, in what grades are they enrolled? Check all that apply.
   a. 0 K - 3
   b. 0 4 - 6
   c. 1/ 3.7% 7 - 9
   d. 0 10 -12
   e. 0 Vocational-Technical School
   f. 0 College
   g. 0 Other

12. In which of the following age groups do you fall?

a. 0 16 - 18
b. 0 19 - 20
c. 0 21 - 22
d. 0 23 - 30
e. 0 31 - 40
f. 0 41 - 50
g. 0 51 - 60
h. 0 61 - 65
i. 27/100% 66 and over

13. What do you see as the main purpose of secondary education (grades 7 - 12)? Check one.

a. 8/29.6% Prepare for a job
b. 8/29.6% Develop intellectual skills
c. 4/14.8% Develop hobbies and leisure time skills
d. 2/ 7.4% Attain self-satisfaction
e. 1/ 3.7% Learn how to get along better with people
f. 0 Other: ______
4/14.8% Omits

14. What do you see as the main purpose of adult education?

a. 3/11.1% Prepare for a job
b. 1/ 3.7% Develop intellectual skills
c. 11/40.7% Develop hobbies and leisure time skills
d. 8/29.6% Attain self-satisfaction
e. 1/ 3.7% Learn how to get along better with people
f. 0 Other: ______
3/11.1% Omits

15. What is your highest level of formal education?

a. 2/ 7.4% Less than eighth grade
b. 9/33.3% Eighth grade
c. 6/22.2% Some high school
d. 3/11.1% High school graduate
e. 6/22.2% Vocational diploma or certificate
f. 1/ 3.7% Associate degree (A.A. or A.S.)
g. 0 Some college
h. 0 Bachelor's Degree
i. 0 Master's Degree
j. 0 Doctor's Degree
k. 0 Other: ______

16. Did you enroll in any adult evening courses during the last school year (September, 1973 - May, 1974)?

15/55.5% Yes 11/40.7% No 1/ 3.7% Omits

17-20 How many times have you heard or received information --

Activity/Service	Frequency Information Received	
	Median	IQR
17. a. Regarding career and continuing education programs provided by WWTI.	3.83*	.67
b. For students in grades K - 12?	3.88	.63
c. For adults in western Wisconsin	3.95	.56

*1 = Never; 2 = 1; 3 = 2-3; 4 = 4-5; 5 = 6 or more

How many times have you heard or received information

	Frequency Information Received	
	Median	IQR
18. Indicating the possibility of coordinating high school and technical institute programs?	1.33	2.83
19. Related to the career and continuing education resource centers in western Wisconsin?	2.83	2.25
20. Related to:		
a. The activities of these centers?	3.00	1.83
b. Career counseling for adults?	1.50	2.00
c. Career counseling for students?	3.50	1.00

21-29 Please give your opinions related to the following statements. Respond as you feel.

Statement	Response		
	No	Yes	Omits
21. Do you understand that "career education" encompasses all education: professional, technical, vocational? If you do not, omit questions 21 and 22.	1 3.7%	10 37.0%	16 59.2%
22. Do you feel that a real need exists for career education for youth in western Wisconsin?	1 3.7%	19 70.3%	7 25.9%
23. Do you feel that a real need exists for career education for adults in western Wisconsin?	0	21 77.7%	6 22.2%
24. Are you interested in enrolling in a vocational course(s) to improve performance on your present job?	15 55.5%	3 11.1%	9 33.3%
25. Are you interested in enrolling in a vocational course(s) to prepare for another job?	17 62.9%	0	10 37.0%
26. Do you feel a real need exists for vocational education for youth in western Wisconsin?	0	18 66.6%	9 33.9%
27. Do you feel a real need exists for vocational education for adults in western Wisconsin?	1 3.7%	19 70.3%	7 25.9%
28. Considering your present occupation and life style, would you participate in avocational education related to hobbies, etc., if the avocational course(s) were available?	6 22.2%	15 55.5%	6 22.2%
29. Do you feel career counseling would be beneficial to you? (Assistance in identifying possible jobs you would like and the training required to obtain these jobs, etc.)	16 59.2%	0	11 40.7%

Thank you for responding. Please turn in your survey form to the person who gave it to you.

QUESTIONNAIRE

For Career and Continuing Adult Education

Key: N/%

Evening Programs - (Rural)

To serve residents of the Western Wisconsin VTAE District better, we ask you to complete this questionnaire.

1. Course you are taking: Title ______________________ No. ________
2. Should this course be continued? 147/95.4% Yes 4/ 2.5% No 3/ 1.9% Omits
3. Is it a good course? 148/96.1% Yes 5/ 3.2% No 1/00.6% Omits
   Is it well taught? 133/86.3% Yes 5/ 3.2% No 16/10.3% Omits
4. What course would you be interested in taking in the future? 93/60.3% 61/39.6% Omits
5. Can you suggest a new course you would like WWTI to offer? 30/19.4% 124/80.5% Omits
6. Did you learn about this course from:
   - a. 54/35.0% newspaper
   - b. 4/ 2.5% radio
   - c. 7/ 4.5% instructor
   - d. 5/ 3.2% night school supervisor
   - e. 42/27.2% a brochure
   - f. 34/22.0% a friend
   - g. 6/ 3.8% another source
   - 2/ 1.2% Omits

Directions: Please respond to the following items. Most require only a check mark. This information will be used to improve the adult evening programs and career education services.

7. Which of the following best describes the area in which you live?
   - a. 154/100.0% Rural
   - b. ________ Town: Less than 1,000
   - c. ________ Town: 1,000 - 1,999
   - d. ________ Town: 2,000 - 9,999
   - e. ________ City: 10,000 or more
   - ________ Omits
8. Sex:
   a. 111/72.0% Female 43/27.9% Male 0/0% Omits
9. Marital status:
   - a. 120/77.9% Married
   - b. 28/18.1% Single
   - c. 2/ 1.2% Separated
   - d. 2/ 1.2% Divorced
   - 2/ 1.2% Omits
10. How many children do you have?
    - a. 41/26.6% None
    - b. 14/ 9.0% One
    - c. 70/45.4% Two-Three
    - d. 15/ 9.7% Four-Five
    - e. 12/ 7.7% Six or more
    - 2/ 1.2% Omits
11. If you have children in school, in what grades are they enrolled? Check all that apply.
    - a. 35/22.7% K - 3
    - b. 31/20.1% 4 - 6
    - c. 33/21.4% 7 - 9
    - d. 36/23.3% 10 -12
    - e. 5/ 3.2% Vocational-Technical School
    - f. 10/ 6.4% College
    - g. 3/ 1.9% Other

12. In which of the following age groups do you fall?

a. 6/ 3.90% 16 - 18
b. 8/ 5.19% 19 - 20
c. 9/ 5.84% 21 - 22
d. 40/25.97% 23 - 30
e. 32/20.78% 31 - 40
f. 34/22.08% 41 - 50
g. 11/ 7.14% 51 - 60
h. 10/ 6.49% 61 - 65
i. 3/ 1.95% 66 and over

13. What do you see as the main purpose of secondary education (grades 7 - 12)? Check one.

a. 60/38.9% Prepare for a job
b. 60/38.9% Develop intellectual skills
c. 5/ 3.2% Develop hobbies and leisure time skills
d. 13/ 8.4% Attain self-satisfaction
e. 5/ 3.2% Learn how to get along better with people
f. 4/ 2.5% Other: ______
7/ 4.5% Omits

14. What do you see as the main purpose of adult education?

a. 26/16.8% Prepare for a job
b. 35/22.7% Develop intellectual skills
c. 44/28.5% Develop hobbies and leisure time skills
d. 35/22.7% Attain self-satisfaction
e. 1/ .6% Learn how to get along better with people
f. 5/ 3.2% Other: ______
8/ 5.1% Omits

15. What is your highest level of formal education?

a. 1/ ,.65% Less than eighth grade
b. 1/ .65% Eighth grade
c. 7/ 4.55% Some high school
d. 15/ 9.74% High school graduate
e. 20/12.99% Vocational diploma or certificate
f. 3/ 1.95% Associate degree (A.A. or A.S.)
g. 12/ 7.79% Some college
h. 62/40.26% Bachelor's Degree
i. 16/10.39% Master's Degree
j. 15/ 9.74% Doctor's Degree
k. 1/ .65% Other: ______

16. Did you enroll in any adult evening courses during the last school year (September, 1973 - May, 1974)?

59/38.3% Yes 91/59.0% No 4/ 2.5% Omits

17-20 How many times have you heard or received information --

Activity/Service	Frequency Information Received	
	Median	IQR
17. a. Regarding career and continuing education programs provided by WWTI.	3.21*	1.68
b. For students in grades K - 12?	1.39	1.91
c. For adults in western Wisconsin	3.47	1.37

*1 = Never; 2 = 1; 3 = 2-3; 4 = 4-5; 5 = 6 or more

How many times have you [illegible]

	Frequency Information Received	
	Median	IQR
18. Indicating the possibility of coordinating high school and technical institute programs?	1.44	1.43
19. Related to the career and continuing education resource centers in western Wisconsin?	2.14	2.29
20. Related to: a. The activities of these centers?	1.52	1.71
b. Career counseling for adults?	1.42	1.63
c. Career counseling for students?	1.46	1.74

21-29 Please give your opinions related to the following statements. Respond as you feel.

Statement	Response		
	No	Yes	Omits
21. Do you understand that "career education" encompasses all education: professional, technical, vocational? If you do not, omit questions 21 and 22.	8 5.1%	92 59.7%	54 35.0%
22. Do you feel that a real need exists for career education for youth in western Wisconsin?	6 3.8%	109 70.7%	39 25.3%
23. Do you feel that a real need exists for career education for adults in western Wisconsin?	11 7.1%	123 79.8%	20 12.9%
24. Are you interested in enrolling in a vocational course(s) to improve performance on your present job?	67 43.5%	67 43.5%	20 12.9%
25. Are you interested in enrolling in a vocational course(s) to prepare for another job?	76 49.3%	51 33.1%	27 17.5%
26. Do you feel a real need exists for vocational education for youth in western Wisconsin?	9 5.8%	126 81.8%	19 12.3%
27. Do you feel a real need exists for vocational education for adults in western Wisconsin?	11 7.1%	125 81.1%	18 11.6%
28. Considering your present occupation and life style, would you participate in avocational education related to hobbies, etc., if the avocational course(s) were available?	27 17.5%	105 68.1%	22 14.2%
29. Do you feel career counseling would be beneficial to you? (Assistance in identifying possible jobs you would like and the training required to obtain these jobs, etc.)	66 42.8%	64 41.5%	24 15.5%

Thank you for responding. Please turn in your survey form to the person who gave it to you.

QUESTIONNAIRE

For Career and Continuing Adult Education

Key: N/%

Evening Programs (Less than 1000)

To serve residents of the Western Wisconsin VTAE District better, we ask you to complete this questionnaire.

1. Course you are taking: Title ______________________ No. ________
2. Should this course be continued? 48/100.0% Yes 0/0% No
   0/0% Omits
3. Is it a good course? 48/100.0% Yes 0/0% No 0/0% Omits
   Is it well taught? 45/ 93.7% Yes 1/ 2.0% No 2/ 4.1% Omits
4. What course would you be interested in taking in the future? 29/60.4%
   19/39.5% Omits
5. Can you suggest a new course you would like WWTI to offer? 7/14.5%
   41/85.4% Omits
6. Did you learn about this course from:
   a. 17/35.4% newspaper
   b. 2/ 4.1% radio
   c. 2/ 4.1% instructor
   d. 1/ 2.0% night school supervisor
   e. 8/16.6% a brochure
   f. 15/31.2% a friend
   g. 3/ 6.2% another source
   0/0% Omits

Directions: Please respond to the following items. Most require only a check mark. This information will be used to improve the adult evening programs and career education services.

7. Which of the following best describes the area in which you live?
   a. ________ Rural
   b. 48/100% Town: Less than 1,000
   c. ________ Town: 1,000 - 1,999
   d. ________ Town: 2,000 - 9,999
   e. ________ City: 10,000 or more
   ________ Omits
8. Sex:
   a. 32/66.6% Female 15/31.2% Male 1/ 2.0% Omits
9. Marital status:
   a. 40/83.3% Married
   b. 6/12.5% Single
   c. 0/00.0% Separated
   d. 1/ 2.0% Divorced
   1/ 2.0% Omits
10. How many children do you have?
    a. 13/27.0% None
    b. 2/ 4.1% One
    c. 20/41.6% Two-Three
    d. 9/18.7% Four-Five
    e. 4/ 8.3% Six or more
    0/ 0.0% Omits
11. If you have children in school, in what grades are they enrolled? Check all that apply.
    a. 11/22.9% K - 3
    b. 9/18.7% 4 - 6
    c. 7/14.5% 7 - 9
    d. 6/12.5% 10 -12
    e. 2/ 4.1% Vocational-Technical School
    f. 6/12.5% College
    g. 2/ 4.1% Other

12. In which of the following age groups do you fall?

a. 0/00.0% 16 - 18
b. 1/ 2.08% 19 - 20
c. 4/ 8.33% 21 - 22
d. 9/18.75% 23 - 30
e. 6/12.50% 31 - 40
f. 10/20.83% 41 - 50
g. 5/10.42% 51 - 60
h. 1/ 2.08% 61 - 65
i. 12/25.00% 66 and over

13. What do you see as the main purpose of secondary education (grades 7 - 12)? Check one.

a. 20/41.6% Prepare for a job
b. 19/39.5% Develop intellectual skills
c. 1/ 2.0% Develop hobbies and leisure time skills
d. 3/ 6.2% Attain self-satisfaction
e. 1/ 2.0% Learn how to get along better with people
f. 2/ 4.1% Other: ______________
2/ 4.1% Omits

14. What do you see as the main purpose of adult education?

a. 8/16.6% Prepare for a job
b. 15/31.2% Develop intellectual skills
c. 13/27.0% Develop hobbies and leisure time skills
d. 9/18.7% Attain self-satisfaction
e. 1/ 2.0% Learn how to get along better with people
f. 2/ 4.1% Other: ______________
0/0% Omits

15. What is your highest level of formal education?

a. 1/2.08% Less than eighth grade
b. 1/2.08% Eighth grade
c. 2/4.17% Some high school
d. 14/29.17% High school graduate
e. 4/8.33% Vocational diploma or certificate
f. 16/33.33% Associate degree (A.A. or A.S.)
g. 3/6.25% Some college
h. 6/12.50% Bachelor's Degree
i. 1/2.08% Master's Degree
j. ______ Doctor's Degree
k. ______ Other: ______________

16. Did you enroll in any adult evening courses during the last school year (September, 1973 - May, 1974)?

21/43.7% Yes 26/54.1% No 1/ 2.0% Omits

17-20 How many times have you heard or received information --

Activity/Service	Frequency Information Received	
	Median	IQR
17. a. Regarding career and continuing education programs provided by WWTI.	2.67*	2.44
b. For students in grades K - 12?	2.00	1.99
c. For adults in western Wisconsin	3.30	1.52

*1 = Never; 2 = 1; 3 = 2-3; 4 = 4-5; 5 = 6 or more

How many times have you heard or received information -

		Frequency Information Received	
		Median	IQR
18.	Indicating the possibility of coordinating high school and technical institute programs?	1.75	1.80
19.	Related to the career and continuing education resource centers in western Wisconsin?	2.50	1.58
20.	Related to:		
	a. The activities of these centers?	2.31	1.54
	b. Career counseling for adults?	2.06	2.00
	c. Career counseling for students?	2.50	1.90

21-29 Please give your opinions related to the following statements. Respond as you feel.

	Statement	Response		
		No	Yes	Omits
21.	Do you understand that "career education" encompasses all education: professional, technical, vocational? If you do not, omit questions 21 and 22.	1 2.0%	33 68.7%	14 29.1%
22.	Do you feel that a real need exists for career education for youth in western Wisconsin?	0 0.0%	43 89.5%	5 10.4%
23.	Do you feel that a real need exists for career education for adults in western Wisconsin?	3 6.2%	41 85.4%	4 8.3%
24.	Are you interested in enrolling in a vocational course(s) to improve performance on your present job?	19 39.5%	25 52.0%	4 8.3%
25.	Are you interested in enrolling in a vocational course(s) to prepare for another job?	22 45.8	20 41.6	6 12.5%
26.	Do you feel a real need exists for vocational education for youth in western Wisconsin?	1 2.0%	43 89.5%	4 8.3%
27.	Do you feel a real need exists for vocational education for adults in western Wisconsin?	3 6.2%	40 83.3%	5 10.4%
28.	Considering your present occupation and life style, would you participate in avocational education related to hobbies, etc., if the avocational course(s) were available?	14 29.1%	29 60.4%	5 10.4%
29.	Do you feel career counseling would be beneficial to you? (Assistance in identifying possible jobs you would like and the training required to obtain these jobs, etc.)	18 37.5%	26 54.1%	4 8.3%

Thank you for responding. Please turn in your survey form to the person who gave it to you.

QUESTIONNAIRE

For Career and Continuing Adult Education

Key: N/%

Evening Programs (1000-1999)

To serve residents of the Western Wisconsin VTAE District better, we ask you to complete this questionnaire.

1. Course you are taking: Title ______________________ No. ________
2. Should this course be continued? 83/96.5% Yes 1/ 1.1% No 2/ 2.3% Omits
3. Is it a good course? 85/98.8% Yes 0/00% No 1/ 1.1% Omits
   Is it well taught? 79/91.8% Yes 5/ 5.8% No 2/ 2.3% Omits
4. What course would you be interested in taking in the future? 57/66.2% 29/33.7% Omits
5. Can you suggest a new course you would like WWTI to offer? 16/18.6% 70/81.3% Omits
6. Did you learn about this course from:
   a. 21/24.4% newspaper
   b. 1/01.1% radio
   c. 6/ 6.9% instructor
   d. 7/ 8.1% night school supervisor
   e. 19/22.0% a brochure
   f. 25/29.0% a friend
   g. 3/ 3.4% another source
   4/ 4.6% Omits

Directions: Please respond to the following items. Most require only a check mark. This information will be used to improve the adult evening programs and career education services.

7. Which of the following best describes the area in which you live?
   a. 0/0% Rural
   b. 0/0% Town: Less than 1,000
   c. 83/100% Town: 1,000 - 1,999
   d. 0/0% Town: 2,000 - 9,999
   e. 0/0% City: 10,000 or more
   0/0% Omits
8. Sex:
   a. 58/67.4% Female 28/32.5% Male 0.0% Omits
9. Marital status:
   a. 61/70.9% Married
   b. 23/26.7% Single
   c. 1/ 1.1% Separated
   d. 1/ 1.1% Divorced
   0/ 0% Omits
10. How many children do you have?
   a. 38/44.1% None
   b. 10/11.6% One
   c. 25/29.0% Two-Three
   d. 9/10.4% Four-Five
   e. 3/ 3.4% Six or more
   ________ Omits
11. If you have children in school, in what grades are they enrolled? Check all that apply.
   a. 12/13.9% K - 3
   b. 9/10.4% 4 - 6
   c. 12/13.9% 7 - 9
   d. 11/12.7% 10 -12
   e. 0/0% Vocational-Technical School
   f. 7/ 8.1% College
   g. 0/0% Other

12. In which of the following age groups do you fall?

a. 7/8.14% 16 - 18
b. 6/6.98% 19 - 20
c. 7/8.14% 21 - 22
d. 20/23.26% 23 - 30
e. 12/13.95% 31 - 40
f. 13/15.12% 41 - 50
g. 9/10.47% 51 - 60
h. 7/ 8.14% 61 - 65
i. 4/ 4.65% 66 and over

13. What do you see as the main purpose of secondary education (grades 7 - 12)? Check one.

a. 28/32.5% Prepare for a job
b. 36/41.8% Develop intellectual skills
c. 9/10.4% Develop hobbies and leisure time skills
d. 2/ 2.3% Attain self-satisfaction
e. 6/ 6.9% Learn how to get along better with people
f. 3/ 3.4% Other: ______
2/ 2.3% Omits

14. What do you see as the main purpose of adult education?

a. 8/ 9.3% Prepare for a job
b. 25/29.0% Develop intellectual skills
c. 25/29.0% Develop hobbies and leisure time skills
d. 20/23.2% Attain self-satisfaction
e. 2/ 2.3% Learn how to get along better with people
f. 2/ 2.3% Other: ______
4/ 4.6% Omits

15. What is your highest level of formal education?

a. 1/ 1.16% Less than eighth grade
b. 3/ 3.49% Eighth grade
c. 14/16.28% Some high school
d. 13/15.12% High school graduate
e. 6/ 6.98% Vocational diploma or certificate
f. 34/39.53% Associate degree (A.A. or A.S.)
g. 9/10.47% Some college
h. 5/ 5.81% Bachelor's Degree
i. 1/ 1.16% Master's Degree
j. ______ Doctor's Degree
k. ______ Other: ______

16. Did you enroll in any adult evening courses during the last school year (September, 1973 - May, 1974)?

45/52.3% Yes 41/47.6% No 0/0% Omits

17-20 How many times have you heard or received information --

Activity/Service	Frequency Information Received	
	Median	IQR
17. a. Regarding career and continuing education programs provided by WWTI.	3.50*	2.44
b. For students in grades K - 12?	1.33	2.25
c. For adults in western Wisconsin	3.62	1.66

*1 = Never; 2 = 1; 3 = 2-3; 4 = 4-5; 5 = 6 or more

How many times have you heard or received information --

		Frequency Information Received	
		Median	IQR
18.	Indicating the possibility of coordinating high school and technical institute programs?	1.49	1.74
19.	Related to the career and continuing education resource centers in western Wisconsin?	2.57	2.24
20.	Related to:		
	a. The activities of these centers?	2.02	2.00
	b. Career counseling for adults?	1.49	1.45
	c. Career counseling for students?	1.94	1.97

21-29 Please give your opinions related to the following statements. Respond as you feel.

	Statement	Response		
		No	Yes	Omits
21	Do you understand that "career education" encompasses all education: professional, technical, vocational? If you do not, omit questions 21 and 22.	8 6.8%	89 76.0%	20 17.0%
22.	Do you feel that a real need exists for career education for youth in western Wisconsin?	4 3.4%	91 77.7%	22 18.8%
23.	Do you feel that a real need exists for career education for adults in western Wisconsin?	8 6.8%	97 82.9%	12 10.2%
24.	Are you interested in enrolling in a vocational course(s) to improve performance on your present job?	56 47.8%	45 38.4%	16 13.6%
25.	Are you interested in enrolling in a vocational course(s) to prepare for another job?	59 50.4%	48 41.0%	10 8.5%
26.	Do you feel a real need exists for vocational education for youth in western Wisconsin?	9 7.6%	99 84.6%	9 7.6%
27.	Do you feel a real need exists for vocational education for adults in western Wisconsin?	6 5.1%	102 87.1%	9 7.6%
28.	Considering your present occupation and life style, would you participate in avocational education related to hobbies, etc., if the avocational course(s) were available?	13 11.1%	95 81.1%	9 7.6%
29.	Do you feel career counseling would be beneficial to you? (Assistance in identifying possible jobs you would like and the training required to obtain these jobs, etc.)	45 38.4%	60 51.2%	12 10.2%

Thank you for responding. Please turn in your survey form to the person who gave it to you.

QUESTIONNAIRE

For Career and Continuing Adult Education

Key: N/%

Evening Programs (2000-9999)

To serve residents of the Western Wisconsin VTAE District better, we ask you to complete this questionnaire.

1. Course you are taking: Title ______________________ No. ________
2. Should this course be continued? 116/99.1% Yes 0/0% No
   1/ .8% Omits
3. Is it a good course? 117/100% Yes 0/0% No 0/0% Omits
   Is it well taught? 109/93.1% Yes 2/1.7% No 6/5.1% Omits
4. What course would you be interested in taking in the future? 83/70.9%
   34/29.0% Omits
5. Can you suggest a new course you would like WWTI to offer? 35/29.9%
   82/70.0% Omits
6. Did you learn about this course from:

   a. 62/52.9% newspaper
   b. 3/ 2.5% radio
   c. 13/11.1% instructor
   d. 0/00.0% night school supervisor
   e. 15/12.8% a brochure
   f. 21/17.9% a friend
   g. 3/ 2.5% another source
   0/00.0% Omits

Directions: Please respond to the following items. Most require only a check mark. This information will be used to improve the adult evening programs and career education services.

7. Which of the following best describes the area in which you live?

   a. 0/00.0% Rural
   b. 0/00.0% Town: Less than 1,000
   c. 0/00.0% Town: 1,000 - 1,999
   d. 117/100% Town: 2,000 - 9,999
   e. 0/00.0% City: 10,000 or more
   0/00.0% Omits

8. Sex:

   a. 90/76.9% Female 27/23.0% Male 0/00.0% Omits

9. Marital status:

   a. 78/66.6% Married
   b. 30/25.6% Single
   c. 2/1.7% Separated
   d. 6/5.1% Divorced
   1/ .8% Omits

10. How many children do you have?

   a. 37/31.6% None
   b. 14/11.9% One
   c. 43/36.7% Two-Three
   d. 18/15.3% Four-Five
   e. 5/ 4.2% Six or more
   0 [illegible] Omits

11. If you have children in school, in what grades are they enrolled? Check all that apply.

   a. 28/23.9% K - 3
   b. 25/21.3% 4 - 6
   c. 20/17.0% 7 - 9
   d. 18/15.3% 10 -12
   e. 8/ 6.8% Vocational-Technical School
   f. 7/ 5.9% College
   g. 3/ 2.5% Other

12. In which of the following age groups do you fall?

a. 8/ 6.84% 16 - 18
b. 11/ 9.40% 19 - 20
c. 9/ 7.69% 21 - 22
d. 25/21.37% 23 - 30
e. 28/23.93% 31 - 40
f. 11/ 9.40% 41 - 50
g. 16/13.68% 51 - 60
h. 3/ 2.56% 61 - 65
i. 5/ 4.27% 66 and over

13. What do you see as the main purpose of secondary education (grades 7 - 12)? Check one.

a. 42/35.8% Prepare for a job
b. 44/37.6% Develop intellectual skills
c. 4/ 3.4% Develop hobbies and leisure time skills
d. 6/ 5.1% Attain self-satisfaction
e. 4/ 3.4% Learn how to get along better with people
f. 7/ 5.9% Other: ____________________
10/ 8.5% Omits

14. What do you see as the main purpose of adult education?

a. 16/13.6% Prepare for a job
b. 23/19.6% Develop intellectual skills
c. 39/33.3% Develop hobbies and leisure time skills
d. 24/20.5% Attain self-satisfaction
e. 1/ 0.8% Learn how to get along better with people
f. 11/ 9.4% Other: ____________________
3/ 2.5% Omits

15. What is your highest level of formal education?

a. 2/ 1.71% Less than eighth grade
b. 2/ 1.71% Eighth grade
c. 14/11.97% Some high school
d. 25/21.37% High school graduate
e. 2/ 1.71% Vocational diploma or certificate
f. 8/ 6.84% Associate degree (A.A. or A.S.)
g. 52/44.44% Some college
h. 9/7.69% Bachelor's Degree
i. 2/ 1.71% Master's Degree
j. 1/ 0.85% Doctor's Degree
k. ________ Other: ____________________

16. Did you enroll in any adult evening courses during the last school year (September, 1973 - May, 1974)?

39/33.3% Yes 75/64.1% No 3/ 2.5% Omits

17-20 How many times have you heard or received information --

Activity/Service	Frequency Information Received	
	Median	IQR
17. a. Regarding career and continuing education programs provided by WWTI.	2.93*	1.35
b. For students in grades K - 12?	2.22	2.28
c. For adults in western Wisconsin	3.05	1.80

*1 = Never; 2 = 1; 3 = 2-3; 4 = 4-5; 5 = 6 or more

How many times have you heard or received information --

	Frequency Information Received	
	Median	IQR
18. Indicating the possibility of coordinating high school and technical institute programs?	1.79	1.87
19. Related to the career and continuing education resource centers in western Wisconsin?	2.39	2.03
20. Related to:		
a. The activities of these centers?	2.20	1.80
b. Career counseling for adults?	1.66	1.65
c. Career counseling for students?	1.75	2.15

21-29 Please give your opinions related to the following statements. Respond as you feel.

Statement	Response		
	No	Yes	Omits
21. Do you understand that "career education" encompasses all education: professional, technical, vocational? If you do not, omit questions 21 and 22.	4 4.6%	64 74.4%	18 20.9%
22. Do you feel that a real need exists for career education for youth in western Wisconsin?	6 6.9%	69 80.2%	11 12.7%
23. Do you feel that a real need exists for career education for adults in western Wisconsin?	4 4.6%	76 88.3%	6 6.9%
24. Are you interested in enrolling in a vocational course(s) to improve performance on your present job?	40 46.5%	38 44.1%	8 9.3%
25. Are you interested in enrolling in a vocational course(s) to prepare for another job?	46 53.4%	30 34.8%	10 11.6%
26. Do you feel a real need exists for vocational education for youth in western Wisconsin?	4 4.6%	75 87.2%	7 8.1%
27. Do you feel a real need exists for vocational education for adults in western Wisconsin?	6 6.9%	73 84.8%	7 8.1%
28. Considering your present occupation and life style, would you participate in avocational education related to hobbies, etc., if the avocational course(s) were available?	8 9.3%	76 88.3%	2 2.3%
29. Do you feel career counseling would be beneficial to you? (Assistance in identifying possible jobs you would like and the training required to obtain these jobs, etc.)	30 34.8%	47 54.6%	9 10.4%

Thank you for responding. Please turn in your survey form to the person who gave it to you.

QUESTIONNAIRE

For Career and Continuing Adult Education

Evening Programs (10,000 and More)

Key: N/%

To serve residents of the Western Wisconsin VTAE District better, we ask you to complete this questionnaire.

1. Course you are taking: Title ________________ No. ________
2. Should this course be continued? 64/96.9% Yes 0/0% No 2/ 3.0% Omits
3. Is it a good course? 64/96.9% Yes 1/ 1.5% No 1/ 1.5% Omits
   Is it well taught? 59/89.3 Yes 1/ 1.5% No 6/ 9.0% Omits
4. What course would you be interested in taking in the future? 39/59.0% 27/40.9% Omits
5. Can you suggest a new course you would like WWTI to offer? 18/27.2% 48/72.7% Omits
6. Did you learn about this course from:

a. 26/39.3% newspaper
b. 3/ 4.5% radio
c. 1/ 1.5% instructor
d. 1/ 1.5% night school supervisor
e. 6/ 9.0% a brochure
f. 23/34.8% a friend
g. 4/ 6.0% another source
2/ 3.0% Omits

Directions: Please respond to the following items. Most require only a check mark. This information will be used to improve the adult evening programs and career education services.

7. Which of the following best describes the area in which you live?

a. 0/0% Rural
b. 0/0% Town: Less than 1,000
c. 0/0% Town: 1,000 - 1,999
d. 0/0% Town: 2,000 - 9,999
e. 66/100% City: 10,000 or more
0/0% Omits

8. Sex:

a. 44/66.6% Female 22/33.3% Male 0.0% Omits

9. Marital status:

a. 33/50.0% Married
b. 28/42.4% Single
c. 2/ 3.0% Separated
d. 3/ 4.5% Divorced
0/ 0% Omits

10. How many children do you have?

a. 37/56.0% None
b. 10/15.1% One
c. 13/19.6% Two-Three
d. 1/ 1.5% Four-Five
e. 4/ 6.0% Six or more
1/ 1.5% Omits

11. If you have children in school, in what grades are they enrolled? Check all that apply.

a. 5/ 7.5% K - 3
b. 5/ 7.5% 4 - 6
c. 7/10.6% 7 - 9
d. 4/ 6.0% 10 -12
e. 1/ 1.5% Vocational-Technical School
f. 3/ 4.5% College
g. 4/ 6.0% Other

12. In which of the following age groups do you fall?

a. 5/ 7.58% 16 - 18
b. 3/ 4.55% 19 - 20
c. 8/12.12% 21 - 22
d. 22/33.33% 23 - 30
e. 7/10.61% 31 - 40
f. 5/ 7.58% 41 - 50
g. 9/13.64% 51 - 60
h. 3/ 4.55% 61 - 65
i. 3/ 4.55% 66 and over

13. What do you see as the main purpose of secondary education (grades 7 - 12)? Check one.

a. 16/24.2% Prepare for a job
b. 34/51.5% Develop intellectual skills
c. 1/ 1.5% Develop hobbies and leisure time skills
d. 4/ 6.0% Attain self-satisfaction
e. 1/ 1.5% Learn how to get along better with people
f. 3/ 4.5% Other: ____________________
7/10.6% Omits

14. What do you see as the main purpose of adult education?

a. 16/24.2% Prepare for a job
b. 21/31.8% Develop intellectual skills
c. 10/15.1% Develop hobbies and leisure time skills
d. 14/21.2% Attain self-satisfaction
e. 0/0% Learn how to get along better with people
f. 2/ 3.0% Other: ____________________
3/ 4.5% Omits

15. What is your highest level of formal education?

a. 2/ 3.0% Less than eighth grade
b. 1/ 1.5% Eighth grade
c. 3/ 4.5% Some high school
d. 17/25.76% High school graduate
e. 11/16.66% Vocational diploma or certificate
f. 3/ 4.54% Associate degree (A.A. or A.S.)
g. 8/12.12% Some college
h. 15/22.73% Bachelor's Degree
i. 2/ 3.03% Master's Degree
j. 2/ 3.03% Doctor's Degree
k. 2/ 3.03% Other: ____________________

16. Did you enroll in any adult evening courses during the last school year (September, 1973 - May, 1974)?

21/31.8% Yes 43/65.1% No 2/ 3.0% Omits

17-20 How many times have you heard or received information --

Activity/Service	Frequency Information Received	
	Median	IQR
17. a. Regarding career and continuing education programs provided by WWTI.	2.00*	2.43
b. For students in grades K - 12?	1.24	1.83
c. For adults in western Wisconsin	3.50	1.34

*1 = Never; 2 = 1; 3 = 2-3; 4 = 4-5; 5 = 6 or more

How many times have you heard or received information --

	Frequency Information Received	
	Median	IQR
18. Indicating the possibility of coordinating high school and technical institute programs?	1.40	1.39
19. Related to the career and continuing education resource centers in western Wisconsin?	2.56	1.88
20. Related to:		
a. The activities of these centers?	2.55	2.30
b. Career counseling for adults?	2.10	1.79
c. Career counseling for students?	2.25	2.34

21-29 Please give your opinions related to the following statements. Respond as you feel.

Statement	Response		
	No	Yes	Omits
21. Do you understand that "career education" encompasses all education: professional, technical, vocational? If you do not, omit questions 21 and 22.	2 3.0%	47 71.2%	17 25.7%
22. Do you feel that a real need exists for career education for youth in western Wisconsin?	1 1.5%	52 78.7%	13 19.6%
23. Do you feel that a real need exists for career education for adults in western Wisconsin?	3 4.5%	53 80.3%	10 15.1%
24. Are you interested in enrolling in a vocational course(s) to improve performance on your present job?	29 43.9%	31 46.9%	6 9.0%
25. Are you interested in enrolling in a vocational course(s) to prepare for another job?	33 50.0%	24 36.3%	9 13.6%
26. Do you feel a real need exists for vocational education for youth in western Wisconsin?	3 4.5%	55 83.3%	8 12.1%
27. Do you feel a real need exists for vocational education for adults in western Wisconsin?	3 4.5%	56 84.8%	7 10.6%
28. Considering your present occupation and life style, would you participate in avocational education related to hobbies, etc., if the avocational course(s) were available?	5 7.5%	54 81.8%	7 10.6%
29. Do you feel career counseling would be beneficial to you? (Assistance in identifying possible jobs you would like and the training required to obtain these jobs, etc.)	31 46.9%	25 37.8%	10 15.1%

Thank you for responding. Please turn in your survey form to the person who gave it to you.

Appendix D

Arcadia Placement Activity Form

	DROPOUTS		
nter ____________ te ____________ nth ____________ mpleted by ____________	10	11	12
II. PLACEMENT ACTIVITY	SERVICES GIVEN, NUMBER OF STUDENTS ASSISTED AND NUMBER PLACED		
Group Counseling			
Individual Counseling			
Wisconsin Job Center (WJC)			
Local Job Openings (Full-time)			
Local Job Openings (Part-time)			
Jobs - Part-time School - Part-time			
GED - High School Equivalency (working on)			
Vocational-Technical School			
Further Education			
Other (explain)			

	IN SCHOOL			
Center ______ Date ______ Month ______ Completed by ______	9th	10th	11th	12th
VIII. PLACEMENT ACTIVITY	SERVICES GIVEN, NUMBER OF STUDENTS ASSISTED AND NUMBER PLACED.			
1. Group counseling				
2. Individual counseling				
3. Wisconsin Job Center (WJC)				
4. Local Job Openings (Full-Time)				
5. Local Job Openings (Part-Time)				
6. Jobs - Part-Time School part-time				
7. GED - High School Equivalency (working on)				
8. Vocational-Technical School				
9. Further Education				
10. Other (Explain)				

	GROUPS				
Center ____________ Date ____________ Month ____________ Completed by ____________	High School Graduate	WWTI	Adults	Post VTAE	Post College
VIII. PLACEMENT ACTIVITY	SERVICES GIVEN, NUMBER OF STUDENTS ASSISTED AND NUMBER PLACED.				
1. Group Counseling					
2. Individual Counseling					
3. Wisconsin Job Center (WJC)					
4. Local Job Openings (Full-Time)					
5. Local Job Openings (Part-Time)					
6. Jobs - Part-Time School part-time					
7. GED - High School Equivalency (working on)					
8. Vocational-Technical School					
9. Further Education					
0. Other (Explain)					

Appendix E

Teacher Survey

3rd Party Evaluation
4/21/72

WWTI Career
Education Project

TEACHER SURVEY

TOTAL RESPONSE N = 27

Directions: Please complete the items listed below. The information collected will be summarized and used to evaluate the Western Wisconsin Technical Institute Career Education Project. The information will not be reported by class nor will it be used to evaluate your teaching.

1. School ______________________________ Date ______________

2. City/Town ______________________________

3. What grade level(s) do you teach? ______________________________

4. If you teach in Junior or Senior high school, what subject(s) do you teach?

____

5. How many years of teaching experience do you have?

3/11% 1. I am in my first year
11/41% 2. 2-5 years
7/26% 3. 6-10 years
2/7% 4. 11-20 years
3/11% 5. 21 or more years

6. What assistance and materials have you received this year for implementing Career Education concepts in your classes? (This assistance could have come from staff in your school or Western Wisconsin Technical Institute staff members.) Check all that apply.

23/85% 1. Written materials on Career Education.
5/19% 2. Career Education instructional packages.
16/59% 3. Films related to Career Education topics.
9/33% 4. Slide/tape series on Career Education topics.
15/55% 5. Other A-V media.
7/26% 6. Assistance in inserting Career Education content in my courses.
4/15% 7. Spoke to my class.
15/56% 8. Helped to identify resource speakers.
11/41% 9. Helped to identify places to visit on field trips.
2/7% 10. Other: ______________________________

7. To what extent has this assistance helped you to include Career Education concepts and information in your class?

1/ 4% 1. Have not received any assistance.

0/ 0% 2. Asked for help but did not receive assistance.

2/ 7% 3. Slight help.

13/48% 4. Some help.

8/30% 5. Considerable help.

1/ 4% 6. Extensive help -- the major factor in helping me include Career Education in my class.

8. Listed below are several activities and methods for presenting Career Education information and concepts to your students. Please indicate the extent to which you used each this year (Column A). Response range from "Never" (1) to "Once per week"(5). In Column B, mark whether your use of the activity increased (3), stayed the same (2), or decreased (1) this year as contrasted to your activities and methods two years ago. Please estimate this. If you were not teaching two years ago, leave Column B blank.

Activity/Method for Presenting Career Education Information	Column A Extent of Present Use Never 1/Mo. 1/Wk. 1 2 3 4 5		Column B Change in Use from 1972-73 Decreased Same Increased 1 2 3	
	Mean	Std. Dev.	Mean	Std. Dev.
Field trips	1.7	.8	2.0	.5
Visitors or speakers	1.8	.8	2.1	.6
A-V media (Slides, films, etc.)	3.1	1.3	2.2	.4
Special written materials (brochures, articles, etc.) for Career Education	2.1	.7	2.4	.5
Group counseling	1.8	.8	2.2	.4
Individual counseling	2.3	1.3	2.4	.5
Peer counseling (students counsel students)	1.7	1.0	2.0	.0
Themes, papers or term papers	1.9	1.1	2.1	.4
Educational TV	1.9	1.4	2.1	.3
Projects	2.4	.8	2.2	.4

Activity/Method for Presenting Career Education Information	Column A		Column B	
	Extent of Present Use		Change in Use from 1972-73	
	Never 1 2 1/Mo. 3 4 1/Wk. 5		Decreased 1 Same 2 Increased 3	
	Mean	Std. Dev.	Mean	Std. Dev.
Displays	1.8	1.0	2.0	.5
Games (Career Education)	1.7	.9	2.1	.3
Educational Fairs	1.1	.3	2.0	.0
Role playing	2.2	1.3	2.2	.4
Simulated work situations (class runs a business, etc)	1.6	.8	2.3	.5
Relating language arts to Career Education concepts.	2.4	1.3	2.3	.5
Relating math skills to various occupations	3.1	1.6	2.2	.4
Relating science and health to various occupations	2.7	1.4	2.3	.5
Relating social studies to various skills needed in an occupation	2.8	1.3	2.3	.5
Relating the arts to occupations and leisure activities	2.6	1.4	2.3	.5
Presenting activities to help all of my students identify their interests and skills	2.8	1.0	2.4	.5
Interviews, surveys, etc. to help the students become aware of the variety of occupations in their local community	1.9	.6	2.0	.0
Activities to start my students thinking about selecting a career	2.7	1.2	2.6	.5
Discussed jobs related to topics or units presented in class	3.3	1.2	2.4	.5
Encouraged students to think about selecting a career.	3.4	1.1	2.6	.5

Appendix F

Administrator/Counselor Survey

THIRD PARTY EVALUATORS
April 28, 1975

WWTI CAREER
EDUCATION PROJECT

ADMINISTRATOR/COUNSELOR SURVEY

(Total Responses)

DIRECTIONS: Please complete the items listed below. The information collected will be summarized and used to evaluate the Western Wisconsin Technical Institute Career Education Project. The information will not be reported or used to evaluate your performance.

1. School ______________________________ Date ______________

2. City/Town ______________________________

3. What is your assignment? ______________________________

4. At what level(s) do you work? (Check all that apply)

5/36% (1) Elementary

11/79% (2) Junior High School

13/93% (3) Senior High School

5. How many years have you been in your present job?

2/14% (1) I am in my first year

6/43% (2) 2-5 years

4/29% (3) 6-10 years

1/7% (4) 11-20 years

0/0 (5) 21 or more years

6. What assistance and materials have you received this year for implementing Career Education in your school? (This assistance could have come from Robert Pendleton, Morrie Severson, Dale Steffen, Richard Rogers, Richard Ammerman, Jerry Ditmer or other WWTI staff members.) Please mark two responses to each item. In Column A on the left, place a check mark if your school received the assistance this year. In Column B on the right, indicate the amount of assistance your school needs next year.

ADMINISTRATOR/COUNSELOR SURVEY (Cont'd)

(Total Responses)

COLUMN A			COLUMN B		
✓ if assistance was rec'd this yr.		Assistance/Materials Provided	Assistance needed next year None 1	 Some 2	 Extensive 3
9/64%	1.	Written materials on Career Education	1/7%	10/71%	1/7%
4/29%	2.	Career Education instructional packages	1/7%	8/57%	1/7%
10/71%	3.	Films related to Career Education	0/0	9/64%	4/29%
8/57%	4.	Slide/tape series on Career Education Topics	0/0	11/79%	1/7%
9/64%	5.	Other A-V Media	0/0	9/64%	4/29%
6/43%	6.	Assistance in inserting Career Education content in our courses	0/0	11/79%	0/0
5/36%	7.	Spoke to some of our classes	2/14%	7/50%	1/7%
6/43%	8.	Helped to identify resource speakers	1/7%	9/64%	0/0
3/21%	9.	Helped to identify places to visit on field trips	4/29%	6/43%	0/0
5/36%	10.	Assisted with curriculum development for vocational and capstone courses	1/7%	8/57%	1/7%
5/36%	11.	Assisted with curriculum development for career education units and content for academic courses	2/14%	7/50%	2/14%
3/21%	12.	Assisted with curriculum development for career education units and content for other courses	1/7%	9/64%	1/7%
2/14%	13.	Assisted in placing students or developing a placement process for students who were about to terminate their attendance at our school. (Placement of graduating seniors in jobs, placement of graduates in advanced educational programs, placement of dropouts, etc.)	0/0	6/43%	3/21%
4/29%	14.	Other ______________________	1/7%	1/7%	1/7%

ADMINISTRATOR/COUNSELOR SURVEY (Cont'd)

(Total Responses)

7. To what extent has this assistance helped you and your school to include Career Education concepts and information in your classes?

0/0 (1) Have not received any assistance

0/0 (2) Asked for help but did not receive assistance

2/14% (3) Slight help

4/29% (4) Some help

7/50% (5) Considerable help

1/7% (6) Extensive help--the major factor in helping me include Career Education in our clases

8. Did you have any problems in obtaining assistance from WWTI?

9. Please list any additional comments that you would like to make in regard to assistance received from WWTI.

Thank you for responding. Please return to:

Orville Nelson
Co-Director, CVTAE
226 Applied Arts
UW-Stout
Menomonie, Wisconsin 54751

THIRD PARTY EVALUATORS
April 28, 1975

WWTI CAREER
EDUCATION PROJECT

ADMINISTRATOR/COUNSELOR SURVEY

(Experimental)

DIRECTIONS: Please complete the items listed below. The information collected will be summarized and used to evaluate the Western Wisconsin Technical Institute Career Education Project. The information will not be reported or used to evaluate your performance.

1. School ________________________________ Date ______________

2. City/Town ____

3. What is your assignment? ___________________________________

4. At what level(s) do you work? (Check all that apply)

   o/o (1) Elementary

   0/0 (2) Junior High School

   2/100% (3) Senior High School

5. How many years have you been in your present job?

   0/0 (1) I am in my first year

   1/50% (2) 2-5 years

   1/50% (3) 6-10 years

   0/0 (4) 11-20 years

   0/0 (5) 21 or more years

6. What assistance and materials have you received this year for implementing Career Education in your school? (This assistance could have come from Robert Pendleton, Morrie Severson, Dale Steffen, Richard Rogers, Richard Ammerman, Jerry Ditmer or other WWTI staff members.) Please mark two responses to each item. In Column A on the left, place a check mark if your school received the assistance this year. In Column B on the right, indicate the amount of assistance your school needs next year.

ADMINISTRATOR/COUNSELOR SURVEY (Cont'd)
(Experimental)

COLUMN A ✓ if assistance was rec'd this yr.		Assistance/Materials Provided	COLUMN B Assistance needed next year None 1	 Some 2	 Extensive 3
1/50%	1.	Written materials on Career Education	0/0	2/100%	0/0
0/0	2.	Career Education instructional packages	1/50%	1/50%	0/0
1/50%	3.	Films related to Career Education	0/0	2/100%	0/0
1/50%	4.	Slide/tape series on Career Education Topics	0/0	2/100%	0/0
1/50%	5.	Other A-V Media	0/0	2/100%	0/0
0/0	6.	Assistance in inserting Career Education content in our courses	0/0	2/100%	0/0
1/50%	7.	Spoke to some of our classes	0/0	2/100%	0/0
1/50%	8.	Helped to identify resource speakers	1/50%	1/50%	0/0
0/0	9.	Helped to identify places to visit on field trips	2/100%	0/0	0/0
0/0	10.	Assisted with curriculum development for vocational and capstone courses	0/0	2/100%	0/0
0/0	11.	Assisted with curriculum development for career education units and content for academic courses	1/50%	1/50%	0/0
0/0	12.	Assisted with curriculum development for career education units and content for other courses	1/50%	1/50%	0/0
1/50%	13.	Assisted in placing students or developing a placement process for students who were about to terminate their attendance at our school. (Placement of graduating seniors in jobs, placement of graduates in advanced educational programs, placement of dropouts, etc.)	0/0	1/50%	1/50%
0/0	14.	Other ______________________	0/0	1/50%	0/0

ADMINISTRATOR/COUNSELOR SURVEY (Cont'd)
(Experimental)

7. To what extent has this assistance helped you and your school to include Career Education concepts and information in your classes?

 0/0 (1) Have not received any assistance

 0/0 (2) Asked for help but did not receive assistance

 0/0 (3) Slight help

 1/50% (4) Some help

 1/50% (5) Considerable help

 0/0 (6) Extensive help--the major factor in helping me include Career Education in our clases

8. Did you have any problems in obtaining assistance from WWTI?

9. Please list any additional comments that you would like to make in regard to assistance received from WWTI.

Thank you for responding. Please return to:

Orville Nelson
Co-Director, CVTAE
226 Applied Arts
UW-Stout
Menomonie, Wisconsin 54751

THIRD PARTY EVALUATORS
April 28, 1975

WWTI CAREER
EDUCATION PROJECT

ADMINISTRATOR/COUNSELOR SURVEY

(Control)

DIRECTIONS: Please complete the items listed below. The information collected will be summarized and used to evaluate the Western Wisconsin Technical Institute Career Education Project. The information will not be reported or used to evaluate your performance.

1. School ______________________________ Date ______________

2. City/Town ____

3. What is your assignment? ________________________________

4. At what level(s) do you work? (Check all that apply)

   5/42%(1) Elementary

   11/92%(2) Junior High School

   11/92%(3) Senior High School

5. How many years have you been in your present job?

   2/17%(1) I am in my first year

   5/42%(2) 2-5 years

   3/25%(3) 6-10 years

   1/8% (4) 11-20 years

   0/0 (5) 21 or more years

6. What assistance and materials have you received this year for implementing Career Education in your school? (This assistance could have come from Robert Pendleton, Morrie Severson, Dale Steffen, Richard Rogers, Richard Ammerman, Jerry Ditmer or other WWTI staff members.) Please mark two responses to each item. In Column A on the left, place a check mark if your school received the assistance this year. In Column B on the right, indicate the amount of assistance your school needs next year.

ADMINISTRATOR/COUNSELOR SURVEY (Cont'd)

(Control)

COLUMN A			COLUMN B		
✓ if assistance was rec'd this yr.		Assistance/Materials Provided	Assistance needed next year		
			None 1	Some 2	Extensive 3
8/67%	1.	Written materials on Career Education	1/8%	8/67%	1/8%
4/33%	2.	Career Education instructional packages	0/0	7/58%	1/8%
9/75%	3.	Films related to Career Education	0/0	7/58%	4/33%
7/58%	4.	Slide/tape series on Career Education Topics	0/0	9/75%	1/8%
8/67%	5.	Other A-V Media	0/0	8/67%	3/25%
6/50%	6.	Assistance in inserting Career Education content in our courses	0/0	9/75%	0/0
4/33%	7.	Spoke to some of our classes	2/17%	5/42%	1/8%
5/42%	8.	Helped to identify resource speakers	0/0	8/67%	0/0
3/25%	9.	Helped to identify places to visit on field trips	2/17%	6/50%	0/0
5/42%	10.	Assisted with curriculum development for vocational and capstone courses	1/8%	6/50%	1/8%
5/42%	11.	Assisted with curriculum development for career education units and content for academic courses	1/8%	6/50%	2/17%
3/25%	12.	Assisted with curriculum development for career education units and content for other courses	0/0	8/67%	1/8%
1/8%	13.	Assisted in placing students or developing a placement process for students who were about to terminate their attendance at our school. (Placement of graduating seniors in jobs, placement of graduates in advanced educational programs, placement of dropouts, etc.)	0/0	5/42%	2/17%
4/33%	14.	Other ______________________	1/8%	0/0	1/8%

ADMINISTRATOR/COUNSELOR SURVEY (Cont'd)

(Control)

7. To what extent has this assistance helped you and your school to include Career Education concepts and information in your classes?

   0/0 (1) Have not received any assistance

   0/0 (2) Asked for help but did not receive assistance

   2/17% (3) Slight help

   3/25% (4) Some help

   6/50% (5) Considerable help

   1/8% (6) Extensive help--the major factor in helping me include Career Education in our clases

8. Did you have any problems in obtaining assistance from WWTI?

9. Please list any additional comments that you would like to make in regard to assistance received from WWTI.

Thank you for responding. Please return to:

Orville Nelson
Co-Director, CVTAE
226 Applied Arts
UW-Stout
Menomonie, Wisconsin 54751

Appendix G

Interview Form and Summary

THIRD PARTY EVALUATORS
April 28, 1975

WWTI CAREER
EDUCATION PROJECT

INTERVIEW FORM

1. Person interviewed: ______________________ Date ____________

2. School ______________________ Grade Level(s) ____________

3. Course(s) taught ______________________________

4. How have you involved career education content in your class(es)?

5. What impacts have career education experiences had on your students? (Specifically ask if these experiences have improved study habits, reading skills, etc.)

6. How has the career education project at WWTI helped you?

   A. What assistance has ______________ (Coordinator) given you?

   B. Have you used their A-V and instructional materials?

   C. Check other types of assistance (speakers, workshops, etc.).

   D. How helpful has this assistance been?

TEACHER VISITS TO LA CROSSE

Kindergarten Teacher:

integrated Career Education into Social Studies curriculum

Primary Teacher:

used it in reading skills and communication skills

Ninth Grade Teacher:

used as research project (elective course 9-10 choose it) use follow up letter (to interviews) and permission research tapes were gathered. She used A.V. - good - used a lot. Resource out of date. WWTI very helpful. She started with Kuder profile test.

Fourth Grade Teacher:

took workshop - worthwhile - 4th.
4th grade study State History and current issues. - studied industry such as lumbering and dairying. - (breakfast with Board of Education). He's influenced others he works with who didn't attend workshop. A.V. - Hot dog films good. WWTI. He integrated Career Education into curriculum.

Second Grade Teacher:

integrated into curriculum barber and beautician - made video tape with WWTI, lots of Public relations - good community support. Health occupations, dentist visited school, carpenter - A.V. Hot dog films (all of Thursday).

First Grade Teacher:

learned about parent's career interviewing people, trips, newspapers, slides used. She and IMC director are making a slide tape series of La Crosse on their own time. She influenced other teachers.

May 15, 1975

New Lisbon High School Students:

Re: Career Corporation

These students are juniors who have been selected to serve next year as the career corp. counselors in a pilot study for WWTI's Career Education Program. They will meet daily in a senior Survey Class taught by Mr. Edward Sabey. The students interviewed by the third party evaluation team were:

1. Dale Turner
2. Greg Boightschild
3. Carl Kannenberg
4. Sherry Niles
5. Mary Mitchell

The reactions of the students were generally positive, even though they expressed concern that the career corp would be accepted by their peers. They felt the orientation meetings were very worthwhile. They like the movie, "Do you pack your own sheets?" They had learned a lot which helped with their own personal career decisions. They expressed a keen interest in having a refresher seminar in the fall; going over the major sources of career information step by step; clarifying their role as a career counselor, as well as identifying the adults, administrators, faculty, and community persons to which they could refer their counselors for further information.

ADMINISTRATOR AT ELROY - KENDALL - WILTON INTERVIEW

The principal said that three out of four of the teachers attending the workshop on career education thought it was worthwhile. He feels that 90 percent of the career education in high school as at the Kindergarten - 8th grade levels. The 9th - 12th grades are moving very slowly.

When the principal was asked how WWTI could be of more service, his response was to change the attitude of the teachers so that they would be more flexible; having personality traits that would allow them not to be afraid to fail. He felt that an inservice workshop would not be well attended if offered.

> Suggestion: Perhaps the workshop could be offered during the required inservice days or on a continuing effort throughout the year rather than summer. Summer apparently is not a good time for his staff. Perhaps it could be linked with the Stout Guidance Conference.

GUIDANCE COUNSELOR AT ELROY - KENDALL - WILTON INTERVIEW

He was pleased with the A.V. materials provided by WWTI. His office communicated to the teachers through their daily announcement sheet film available for their convenience and encouragement.

The teachers he had talked to were positive about the workshop experience.

When asked about service he said the A.V. was very good. He also said that their budget was about $300/year so that they would not have been able to provide such a variety of materials without WWTI's services.

LIBRARIAN

The librarian said that from a previous project, they had $7,000 worth of equipment, She did not use or inform the teachers of the WWTI materials. She kept very careful control of the materials available. The middle school received $1,500 budget and the high school $3,500 - an increase of $500 over last year's budget. This money is spent on books, film strips, etc. but no test books. Their films are rented from CECA. She felt they weren't too bad but agreed they were out of date as far as dress, but felt the concepts were still relevant.

TEACHER

This is another teacher who integrates career education into the existing curriculum, especially the social studies is an easy area to do this. The young citizens newspaper which they read and discuss together has current issues and relevant photos of men and women in non-traditional career choices as well as other current issues which lend themselves to potential future careers that will evolve as the nation needs them. She also discusses what the students parents do for a living so that the career awareness level is raised.

She also said that the special education students were being mainstreamed through the career education programs.

Her attitude was open and flexible. She had not been able to attend a workshop but, expressed an interest in such an experience. She felt a need for more information for herself. She was not familiar with DOT or the occupational handbook of WISC. She also wanted an updated list of resource people she could invite to class.

TEACHER

This teacher has 8th grade civics and science. He integrated the career education concepts into his existing curriculum. He used the WWTI audio visual materials addition to the A.V. materials available through his school. He said the Career mobile was helpful and suggested that it be available for a longer period of time.

When this teacher was asked how WWTI could be of more service, he said that films, filmstrips, career mobile were used most. He also said that math materials with career education content could be given which he feels is a weak area at present.

SUMMARY OF TEACHER AND ADMINISTRATOR INTERVIEWS

AT ELROY - KENDALL - WILTON

The elementary teachers seemed to be the farthest along in career education implementation. The high school needs interest in occupations increased. The interest might be stirred if the seminar could be offered at another time more convenient to the teachrs. Perhaps the teacher could be involved in the planning of this inservice. Perhaps this could be lined with Stout Guidance Conference.

The A.V. materials seemed good. These should be updated, as well as made more readily available to all the teachers. The DOT and occupational handbook should be available through each library as well as WISC which is kept up to date.

SUMMARY OF TEACHER INTERVIEWS: LA CROSSE

Most of the teachers have integrated Career Education into their curriculum through Social Studies, some in Language arts, and communication skills. Those who experienced the summer workshop felt it was very worthwhile. One teacher said, "at last something I can use in my classroom immediately." The workshop participants who did attend the sessions became excited about Career Education, see it as a way to make school more relevant to life, and a way to motivate students to learn basic academic skills. The teachers have influenced their peers by talking about Career Education enthusiastically as well as sharing the handbook which was developed by participating teachers and compiled into a useful tool. They are the type of people who will spend some of their own free time taking 8MM movies or slides of interesting occupations to present to their classes. The A.V. materials available through WWTI project were very helpful, also.

f. Conclusions, Implications and Recommendations for the Future

The objectives have been met to the extent possible for six people wearing two hats and trying to satisfy the educational needs of all people (over 186,000) of all ages in this district.

1. The project personnel have placed special emphasis in the following areas:

    a) With the change in modus operandi relative to our project objectives, career education has been brought to the fore in Arcadia, Bangor, LaCrosse, Royall and Seneca School Districts. However, other systems are desirous of instituting more intense career education programs, or infusion of it into disciplines: Hillsboro, New Lisbon, Sparta, and Tomah in particular.

    b) As a result of the demand, the project staffs' in-service program has increased in magnitude. Therefore, during this past year much more time has been spent on in-service programs, the career corps development and placement activities. Staff personnels' access has been limited due to the time element, numbers and the desire of schools to do their own teaching. Assistance to teachers in the infusion of career education materials into the curriculum has been of prime importance.

    c) Articulation/interface between secondary and post-secondary educators has been promoted. Competency-based ladder concepts have been taught, and every effort has been made to get teachers to develop competency lists and place them in the ladder. Results - slow!

    d) Every effort to utilize the results of the 1973-74 surveys has been made.

2. a) The five career and continuing education centers were utilized for delivering education and guidance to those who needed help in building their careers to a much greater extent than in 1973-1974; the centers have given viable service. Additional audiovisual equipment and career education software was purchased and almost all of the materials from the center libraries has been in constant use.

    b) All centers have established and utilized their list of human resource specialists in most occupational fields in their districts.

    c) Over 350 filmstrip/cassettes relative to career education are available at each center for use by students of any age. Career counseling is also available and has been utilized. Most counselors and principals are now convinced of the advantages of their students knowing about careers in the cluster systems. Their one fault is to continue to catalog students: bright equals college, dull equals vocational/technical or work.

d) The Career Mobile continues to be most effective in delivering knowledge of occupations to students mainly but also to large groups of citizens.

3. a) A greater majority of district citizens are now familiar with more than a few of the 20,000 plus jobs in the world of work. The student is becoming more familiar with the occupational world; he is more career education oriented than before.

   b) More and more parents are demanding skill development for youth; they are getting the word to lawmakers who are seeing the need for legislation concerning career education. The project staff is spending much time with citizens urging career education which will lead to skill development, decision making and ultimate placement.

   c) Passive school administrators still exist in this district; they seem to fear career education, don't want to rock the boat.

4. The career and continuing adult education program is flourishing. Many new extension courses have been developed although our clientele are still more interested in avocational pursuits. The industries and businesses are beginning to ask for training. They are not yet too pleased to give it on company time. Specialist programs have increased 100 percent.

5. Interaction with other agencies has been cordial, and is much more satisfying because of better cooperation than in 1973-74. Most have assisted us in implementing our pilots and work. Our outreach service is working hard; more veterans and underprivileged or handicapped are being assisted than in 1973-1974.

6. Articulation between the various levels of education is continuing; all levels seem to be conditional to cooperation. More attempts to make teachers aware of the needs of their students is essential. Methodologies must be developed, and teachers need to be trained in how to use the vast amount of materials available and make the world of work a part of the student's learning process.

7. Newspapers, television, radio, vis-a-vis, brochures, pamphlets, flyers are used to inform people. To date, display space equivelant to 80 full-sized newspaper pages of news articles at no cost and 16 "paid for" pages have been published. One minute every hour for the two weeks preceeding evening classes have been purchased on the radio and 30 second spots of TV for three months. The public service broadcast media gave us several different mentions weekly throughout the year. Every coordinating chairman, his secretary, members of the advisory committees and the Project Director talk career education at every opportunity -- to superintendents, principals, teachers, youth, parents -- people. And yet, too few students in the district have been able to explore the world of work even by filmstrip/cassette; but more headway is being made as time goes on. The software library has given many teachers incentive to proceed along more realistic teaching lines.

8. a. Student services and community services have been able to work extremely well together on the project.

   b. Western Wisconsin Technical Institute counselors, the affirmative action coordinator, the placement officer, the division (curriculum) chairmen, many teachers and all administrators have been briefed thoroughly and are assisting wholeheartedly.

   c. The University of Wisconsin-Stout has produced a comprehensive product evaluation.

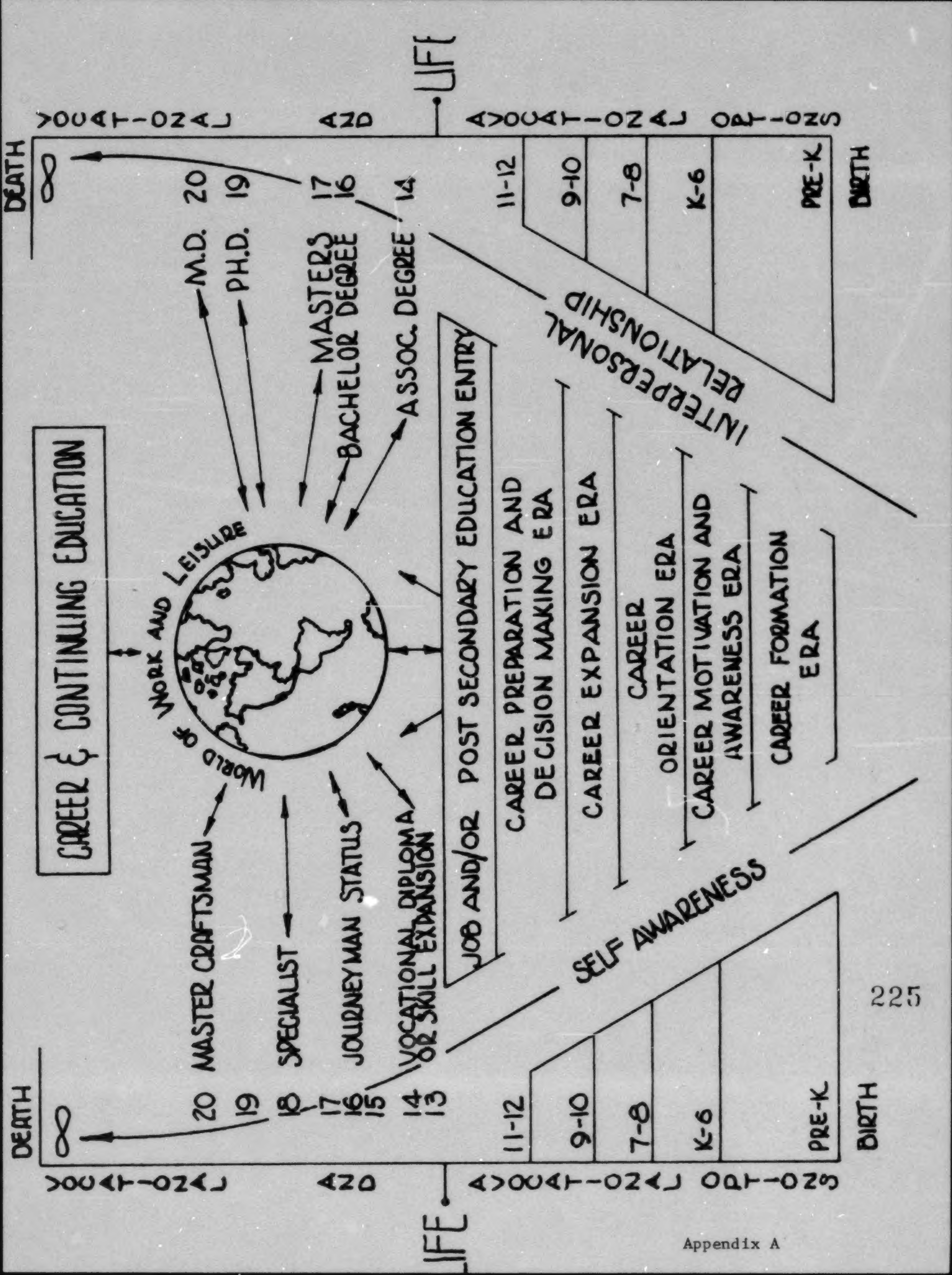
9. In conclusion, the objectives have been met to the extent possible for six people wearing two hats and trying to satisfy the educational needs of all people (over 186,000) of all ages in this district.

7. Appendices - A through S in following section.

APPENDIX A

CAREER EDUCATION CONCEPT INSTRUMENT (REVISED)

1 Page



CAREER & CONTINUING EDUCATION
WORLD OF WORK AND LEISURE
M.D.
PH.D.
MASTERS
BACHELOR DEGREE
ASSOC. DEGREE
MASTER CRAFTSMAN
SPECIALIST
JOURNEYMAN STATUS
VOCATIONAL DIPLOMA OR SKILL EXPANSION
JOB AND/OR POST SECONDARY EDUCATION ENTRY
CAREER PREPARATION AND DECISION MAKING ERA
CAREER EXPANSION ERA
CAREER ORIENTATION ERA
CAREER MOTIVATION AND AWARENESS ERA
CAREER FORMATION ERA
SELF AWARENESS
INTERPERSONAL RELATIONSHIP
DEATH
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7-8
K-6
PRE-K
BIRTH
VOCATIONAL
AND
AVOCATIONAL
OPTIONS
LIFE
DEATH
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K-6
PRE-K
BIRTH
VOCATIONAL
AND
AVOCATIONAL
OPTIONS
LIFE

Appendix A

APPENDIX B

INDIVIDUALIZED IN-SERVICE CAREER EDUCATION CONCEPT AND CURRICULUM BUILDING COURSE WITH MATRIX (REVISED)

15 Pages

The following is a short course from which to build an understanding of Career Education concepts. The first section (I) demonstrates the need for a change in the present educational system. Section II states the need for a curricula based on career education concepts. Definitions and discussions of them are given in Section III. A description of the instrument which, with its accompanying explanation, sets forth a working picture of the concept is next presented in Section IV. Section V is a matrix which suggests a worksheet that the instructor may use to build curriculum; it is described and its use is explained. Using the goals as basic, the instructor proceeds to write out objectives and treatments, establish the resources and the evaluation techniques to be used.

Before starting, instructors must remember the rule: diagnose individually, prescribe individually, teach your own way, and evaluate carefully.

SECTION I

With the curriculum we offer, are we satisfying students today? Or are we satisfying ourselves? Do we know every student's needs related to his or her abilities in relation to the occupational world as the need for its workers changes? Are we meeting the requirement for technicians in, let us say, magnetohydrodynamics? or solar energy? or laser fusion? How do we educators describe a school which fails to train a majority of its graduates to permit them to get a first job in an occupation for which they are mentally and physically equipped and one in which they desire to work? Should we call it an educational fiasco? How would you describe a school that failed to train a majority of its graduates so that they could complete an application for a job properly? Could you call it an educational catastrophe? Or shall we be nice and say just a very ineffective educational system?

What does the public say? What is their opinion of our system? The eighth report of the National Advisory Council on Vocational Education points out that the Harris Organization, in a late 1973 survey, updated the measure of the public's confidence. The survey pointed out that as recently as 1966, 61 percent of the people expressed "confidence"; since then, that figure has dropped to 33 percent and it is still falling. A fiasco?

The council's sixth report was fully as startling. It examined the current productivity of United States education; each year over 750,000 youths drop out of high school and over 850,000 drop out of college. Eighty percent of available jobs are in vocations, yet fewer than 1 in 4 high school students are enrolled in vocational education. The ratio of youth to adult unemployment has risen each year since 1960. The system is ignoring the needs of its students. How do we rectify this catastrophe?

Possibly we need to stop preaching panaceas; we have a "brain boggling" variety of educational concepts: general education, vocational education, college preparatory education and recurrent education. When you add the other more specialized educational concepts: ecological education, drug education, health education, moral education, value clarification education, nutrition education, et cetera, it becomes imperative that a total concept be developed. Each of the above, on its own, has merits; but each seen individually by a teacher demands that a choice be made. The National Advisory Council of Vocational Education points out that all education can be encompassed in the one term "Career Education" which emphasizes preparation for the world of work and leisure as its objective. The report states, "Career education is a universal necessity and requires the integration of all our educational resources". The public is demanding that education be made more relevant to the world of work and more relevant to the achievement of the good life. We have educated great numbers of people in the liberal arts but so few in the practical arts and the fine arts.

Some curriculum changes have been made. A majority of good teachers have always incorporated career insights into their class instruction. Especially in the elementary grades, they have used units dealing with community helpers, transportation, and the family. In the higher grades, teachers have attempted to incorporate role playing and interviewing in order to achieve a career emphasis. In the secondary schools tours, special reports, individual readings as well as role playing, interviewing, application form and resume study and decision-making skills have provided a career dimension for many students. In technical schools throughout the country, we have taught, even preached "SKILL, SKILL, SKILL." We're blue in the face from screaming "SKILL", and those that complete our courses have a skill. But are we training many of them for obsolescence?

How many withdraw from school with statements such as, "I learned that in high school"; "That doesn't have any use for me"; "Why do I have to learn that?" "What has that to do with being a welder?" Sure, many are "Job Outs" but why? Is there lack of relevance and too much repetition of competencies in our classrooms? Efforts are excellent; but too seldom have the career needs of all students for orientation, to the real and practical world of work and leisure -- to life and to the art of decision making and such simple things as filling out a job application. Too often teachers fail to educate the whole person because they become enraptured in teaching the skill.

SECTION II

A competency content needs to be built into the entire educational spectrum, prekindergarten through adult curriculum. Self-identify must be clarified, good attitudes and skills for both employment and continuing education must be developed. Knowledge of careers and life-styles must be expanded. Curriculum changes need to include all curriculum areas and need to affect all students.

Teachers and counselors have been trained to educate the student, evaluate his behavior and make judgments regarding his progress and his growth intellectually, physically, emotionally and socially. Teachers must create a curriculum built on broad career foundations.

Today, we shall attempt to show you how we believe that career education can be incorporated into your classroom. We shall give you some basic answers about career education and suggest how each of you can produce a unit of your own. Today and tomorrow we will try to show you a wide variety of goals and treatments -- from them we hope you will find curriculum ideas which will suit your particular teaching style. Let's set a stage from which to work.

SECTION III

Let us start with our definition of career education. This is the one we like: not the only definition, just the one we like. "Career education is that process which provides information, exploration, self-development, occupational models and decision making. In providing these types of experience, career education is designed to accomplish: an appreciation of the dignity of work, greater adaptability to change, self-awareness of individual competencies, increased motivation through relevance and increased avocational options".

We believe that career education should cause a fusion of curricula, should work from birth to death vertically and across disciplines and subject areas horizontally. Additionally, basic skills are essential to career education and must be emphasized. They are never to be replaced but instead must be made relevant and meaningful to the work and leisure skills which students need, desire and have aptitude for. Why can't a communication skills instructor use the air conditioning text, the interior design text, the accounting text, et cetera, for teaching the written and spoken communication skills?

It must be a goal of career education that a student, to achieve knowledge and skill and a self-sustaining role in society, should receive cumulative, competency training through educational experiences. People must gain more practical opinions of themselves, of their knowledge of career options relative to their own aptitudes, of their personal planning, and decision-making skills in establishing objectives for themselves.

Career education could also be defined as that educational process which develops in each student the knowledge and the skills through which that individual fulfills his unique desires and needs for awareness, a job choice, a leisure activity and a social responsibility. Basically, career education is established to benefit the individual by making a curricula relevant to each individual's education and life style (work and leisure) and by emphasizing the dignity of all work and all people. We have attempted to make our definition applicable to any educational level. The career education experience is provided through a semantic curriculum which is built to meet each individual's societal, technological and economic needs. Included in the concept of career education is career development which refers to the behavior which shows one's perception of self and the reactions to the experiences as he passes through the continuum. The individual must internalize experiences and generate decisions from which to build a life style.

We must also deal with career education in very specific terms; it must meet the needs for total human development and really work in and out of school throughout the life span of the individual. It coordinates all the educational resources of a community and goes right through all the various education and professional disciplines. It has a very definite present dimension as well as a future dimension.

All persons begin their career at birth and start to learn survival in this real, bad world. At first parents have the responsibility to help their children know and like themselves as they explore the unknown world. Then comes school where the child must learn a further understanding of self physically, emotionally and intellectually. A child must also be encouraged to look beyond self at the world in which he lives. Early in his schooling he must learn to make decisions and accept change. Up until now too often school has been a place where there has been no relevancy to the world outside. School has been school and life outside has been something else. A relationship has been lacking too often. As a result the transition from school to the world of work has been traumatic.

Career education should be the meaning through which we prepare students with the amount of knowledge, skills and self-confidence necessary to confront the real outside world. We instructors must be concerned with the total education of youth, not merely with his job and leisure potential, not merely with basic skills because education must take in the whole person. Career education must make what happens inside the school relevant to what happens on the outside.

SECTION IV

We use a rather complicated model to express career education because career education is total life education. Examining the instrument, we see the total concept of education from birth to death, vocationally and avocationally, in work and in leisure. Perhaps, we should re-label it, "Career and Continuing Education". In it we try to show the true meaning of total education for all people. You will notice that it deals with all of life, from birth to death; and it shows that every person has vocational and avocational learning options.

Notice that the model actually starts at birth with the pre-school child, which we call the Career Formation Era. Here we deal with the Harris, Holland, Maslow theories which prove the necessity for diagnosis of every child before prescribing his or her educational pattern. What is his/her child being, his/her parent being, his/her adult being? Where does his/her personality fit among the personality possibilities? Where in Maslow's pyramid is he/she: still seeking the physiological needs, or security, or a sense of belonging? Is he/she reaching for esteem, or has self-actualization taken place?

Next we have the Era of Career Motivation and Awareness. Its purpose is to develop an awareness and appreciation of the world of work and leisure, to motivate students to desire participation in that world. Procedures will give students exposure to and experience with this world of work and leisure and assist them in gaining a better understanding of themselves and of the world in which they are going to live. Opportunities for self-expression in coping with the environment produce individual behavior patterns in the process of human development. It will show them their importance in our technological society, in our man-made environment. Here the parent and the community must be involved if the student is to understand the importance of the world of work and leisure. Materials, equipment, and tools within the classroom must be provided to give skill experience. Field trips and occupational interviews are suggested. Individual and group activities related to work are simulated; for example, a miniature company can be organized to produce some product to learn business operation, interaction among people, and various work environments.

The Career Orientation Era is designed to provide all students with observational and activity-centered experiences relative to career opportunities. The business, industrial and professional communities must serve as a laboratory for career orientation through use of vocational and technical educational facilities, speakers, films and such other orientation approaches. All facets of the curriculum here have to be involved, and though teachers will continue teaching content, it has to be with experience-centered methodology and with career orientation emphasis. Within this two-year program, activities and experiences will include all levels of employment, the unskilled, the skilled, the managerial, the technical and the professional. Each student will need to spend some time in each of the fifteen areas that are generally presented as clusters of occupations. Concurrent with this curriculum-based career orientation experience, planned guidance activities must be used to enable students to get an awareness of their own interests, ability and achievement in relation to career opportunities.

The next era is one of Career Expansion or Exploration and is an experience-centered program where actual job-oriented experiences are added if possible. Simulated experiences in occupational facilities or the total simulation of those facilities that have been selected by each student are a fair second best. At least three or more occupational areas should be developed by each student. Emphasis here is to obtain the experiences of exploring the occupations of their choosing. Every subject including industrial arts, business, home economics, vocational education, science, physical education, art, et cetera, should include some concept of each student's chosen occupations in the business, industrial, service, and professional communities. In order to achieve the desired fields in the existing curriculum, efforts must be made to aid teachers in rewriting or refocusing their lesson plans and activities. All efforts in developing curriculum should involve classroom teachers and must include goals, objectives, activities and evaluation procedures appropriate to the component level.

The Preparatory and Decision-Making Era, is self-explanatory. Here we build the final pattern. It is the time when we spend intensive care in developing each student's career, preparing him/her for his/her entering into the world of work and leisure or future secondary and post-secondary education. Here he/she should decide on the general direction in which he/she is going. If he/she goes on to school, he/she has many ways to travel into the vocational diploma or skill expansion work, or to seek an associate degree, a baccalaureate degree, or he/she can become an apprentice in four years to obtain a journeyman status. If he gets his baccalaureate degree and desires a master's degree, a specialist's or a doctor's (Ph.D or M.D.), he can do so. He/she may desire to be a master craftsman in a chosen trade. At any time any individual can go in and out of the world of work and leisure to gain the competency desired. Above all else, a person has the opportunity as an adult to continue his/her education. To refrain, or to add to his/her training to become more knowledgeable, more current, more efficient and effective.

Notice carefully the two long curved arrows, one rounding off to the left and one to the right. They express the two basics which permeate the whole of any educational process in our socio-economic system from birth to death. Awareness of self, of one's abilities, limitations, wants and needs, is absolutely essential if an individual is to have even a modicum of success and happiness in this world of work and leisure. Each person is going to have to relate to others in the societal world of work and leisure if he/she is to survive, have a sense of belonging and of achievement. An integral part of any educational system which develops the individual must be the development of the self and its relationship to other selves.

The Continuing Adult Era blends education, work and leisure as concomitant functions in a continuous process of building an individual's career development needs. Thus, at any point in time, the outcome for each individual is cumulative; and produces the interaction of total resources increasing benefits to the individual.

Notice that though definite years seem to be labeled on each side of the model, in our opinion these are competency years not school years. It is the competency in any skill or profession that counts, not the grade in which the person is or has been. Those persons who have not received a high school diploma are a part of the career education system, for they, too, can go back to education as they desire and display the necessary competencies for a given occupation and life style.

SECTION V

Probably the most important thing that we will present to you is our matrix system with which we hope you can organize your planning and teaching skills. We believe it will be extremely useful to you in lesson making. It will benefit your students as they observe the setting of goals working toward their fruition and finally evaluating achievement. This life skill is important to youth and should be taught in a way to reach desired goals.

We have basic curricula concerns. These are: the establishment of main goals, the learner's unit objectives (often identified as instructional goals), the treatments or activities (called performance indicators by many), the resources available (people, things, and ideas), and evaluation procedures.

It is the contention of we in career education that education must utilize a progressive competency system in developing the ladder of education for the individual. What does the word "competency" mean in our development of curricula within a technical school? All disciplines should have goals. In community services at W.W.T.I. our matrix is composed of seven goals which demand competency. A totally competent person could be, for example, an expert in auto technology. In auto technology, then, we would have a certain competency such as complete knowledge of the carburetor system or the electrical system. These competencies of which I speak we call "The Learner's Unit Objective" in our matrix system.

The next step in our building the matrix has been a development of our activities or treatments in which a student learns a specific knowledge or skill relative to the unit objective. The ability to adjust the gap in a spark plug correctly every time and understand "why" it is done would be a required activity, or a basic competency, for the unit competency (electrical system) in a total competency (auto technology).

To educate the whole person we need the following basic goals:

1. Self-Exploration and Awareness. Students will become aware of self within the context of society, of the behavioral relationship between the individual and the group, of the need to apply interpersonal skills,

that human development is a life-long process. Students will demonstrate positive attitudes, initiative and responsibility in developing their potentials.

2. Career Awareness and Exploration. Students will know career requirements which fit their abilities, needs, and desires. They will understand the impact of change on careers and life. Students will develop and demonstrate comprehensive educational and employment skills on a continuum leading to employment and continued education. They will acquire information relative to the total job options within the cluster of a given area as designated by USOE or other system. Students will know where to acquire information about jobs and demonstrate skills needed to apply for and accept work.

3. Economic Awareness. Students will understand the world of work and leisure, its impact on the individual and society; they will become well-informed citizens, wise consumers with good buying habits and money management ability.

4. Life Style Awareness. Students will be able to relate life styles to particular careers and to comprehend the economic, societal, technological and political aspects of careers in our society and their influences on each life style: they will recognize work and leisure as part of a life style.

5. Decision Making and Planning. Students will be able to relate their own abilities and limitations, their personal interests and values to types of work and their associated life styles and to the possibility for success and advancement; they will be able to make decisions related to career and self satisfaction.

6. Placement Curriculum. Students leaving formal education will be

placed in jobs or further education consistent with their present knowledge and skills.

7. Basic Educational Skills. Demonstrate increased interests and achievement in the educational program emphasizing communications and basic skills.

These goals are the goals for career education as seen through the eyes of the career education people at Western Wisconsin Technical Institute and are quite open to reformulization with your help. For you to reorient your methodology to include the seven goals essential for post high school students to develop a career style, the accompanying matrix is a way of planning the use of appropriate objectives, activities, and resources with each of the seven basic goals.

The matrix can be used by you for your subject area, for any related service, for any unit of instruction and for any cooperating institution such as industry, business, labor, home, government, social agency, or service, et cetera. The career education objective is listed on the left of the page with its statement which identifies the needs which are the same for all students. You will observe as you review these goals that they fit the developmental needs of all students and, thus, provide a frame of reference that should ensure comprehensive educational experiences.

The unit objectives column gives you an opportunity to express specific expectations for your specific subject and ability level. Objectives will differ for different abilities. You list those specific objectives pertinent to the overall objective. Quite frequently objectives stated as questions work better than statements. A series of objectives usually listed in course guides provided by most schools or by Western Wisconsin Technical Institute should be entered here to the extent that they are appropriate. Do this for all of the seven goals.

The activities or treatment column provides a means for you to plan carefully and introduce activities appropriate for the student's abilities and interests. Activities should be determined that will meet, first, the broad goals in the left column and, second, the specific objectives in the unit objectives column and, third, the total developmental needs of the individual on the basis of the affective, cognitive and psychomotor domains of learning. This column should also include the teaching devices: buddying, debates, games, group planning, independent study, multimedia resources carefully selected, opinion polls, role playing, simulations, student activities, surveys, and team teaching. In using this matrix, opportunities for greater student participation and responsibility, leadership development, teamwork and recognition of the individual should be considered.

In the resource column business, labor, industry, school, home, and government resources should be coordinated and utilized to the fullest extent. This gives the student a better understanding of how the school and the other parts of his/her environment can operate to broaden his/her education. Further, such comprehensive coordination makes education an experience of the immediacy, of the now, not just an information-storing process marked "For Future Use".

The final planning step, last column, that you should develop is the procedure for evaluating students' progress. You must ask yourself two questions. "To what degree did each student attain the stated objective? How do the results correlate with the next academically or vocationally higher activity?" The techniques you intend to use should be planned after the completion of the worksheets. The method used could be class discussion, panel presentations, standardized assessment instruments, surveys, teacher-made tests, teach/student tests or a combination of two or several. Pre-post testing, formally or informally may be used. Use the back of the worksheet for personal notes to yourself -- those notes can halp you and your teaching style. Good working!

SUBJECT ____________________

SEVEN GOALS OF CAREER EDUCATION (ESSENTIAL FOR GENERATING AN INDIVIDUALIZED CAREER STYLE)	LEARNER'S UNIT OBJECTIVES
SELF-EXPLORATION AND AWARENESS Students will become aware of self within the context of society, of the behavioral relationship between the individual and the group, of the need to apply interpersonal skills, that human development is a life-long process. Students will demonstrate positive attitudes, initiative and responsibility in developing their potential.	
CAREER AWARENESS AND EXPLORATION Students will know career requirements which fit their abilities, needs and desires. They will understand the impact of change of careers and life. Students will develop and demonstrate comprehensive educational and employment skills on a continuum leading to employment and continued education. They will acquire information relative to the total job options within the cluster of a given area as designated by USOE of other system. Students will know where to acquire information about jobs and demonstrate skills needed to apply for and accept work Basic skills will be employed at all levels.	
ECONOMIC AWARENESS Students will understand the world of work and leisure, its impact on the individual and society; they will become well-informed citizens, wise consumers with good buying habits and money management ability.	
LIFE STYLE AWARENESS. Students will be able to relate life styles to particular careers and to comprehend the economic, societal, technological and political aspects of careers in our society and their influences on each life style: they will recognize work and leisure as part of a life style.	
DECISION MAKING AND PLANNING Students will be able to relate their own abilities and limitations, their personal interests and values to types of work and their associated life styles and to the possibility for success and advancement; they will be able to make decisions related to career and self satisfaction.	
PLACEMENT CURRICULUM Students leaving formal education will be placed in jobs or further education consistant with their present knowledge and skills.	
BASIC EDUCATIONAL SKILLS Demonstrate increased interests and achievement in the educational program emphasizing communication and basic skills.	

TREATMENT OR ACTIVITIES	RESOURCES AVAILABLE	EVALUATION PROCEDURES

APPENDIX C

SAMPLE WORKSHEET FROM PREVIOUS MATRIX REDONE AS APPENDIX B

9 Pages

SELF-AWARENESS CURRICULUM MATRIX

Students will know their abilities, limitations, interests and values, will display a positive attitude toward themselves and recognize the social, economic, and cultural forces which influence him/her.

(Subject)

(Teacher)

(Unit of Study)

(Grade Level)

UNIT OBJECTIVE(S):

1. Students' interests - Have I taken into consideration the individual student's interests and the variation of interests within the class?
2. Students' abilities - Have I allowed each student to analyze, evaluate, and formulate his abilities and/or limitations?
3. Students' values - Have I given all students the appropriate activities for each to base values and become aware of his decisions?
4. Students' present achievement - Have I made each student aware of his achievements to date?

TREATMENT OR ACTIVITY:

1. Have each student list activities or things he likes to do and prepare a list of things he dislikes doing!
2. Have each student discuss his abilities by listing things he does best.
3. Have each student interview (1) a man-on-the-job (2) a parent or guardian as to advantages and disadvantages of his job selection.
4. Take list and evaluate areas of high or low achievement. Practice or read or study to improve.

RESOURCES:

Career Maturity Inventory, John O. Cretes - CTB/McGraw-Hill, Del Monte Research Park, Monterey, California 93940

CAREER AWARENESS CURRICULUM MATRIX

Students will know the requirements of careers which fit their abilities and desires, will understand the impact of change in life-styles.

(Subject)	(Teacher)
(Unit of Study)	(Grade Level)

UNIT OBJECTIVE(S):

Have students gained knowledge about the range and nature of various careers, including their educational and personal requirements?

a. What occupations have students thought about?
b. How has the school helped students to learn about occupations of interest to them?
c. What types of information have students received about occupations?

TREATMENT OR ACTIVITY:

1. Films, filmstrips, and related literature
2. Field trips
3. Individual conferences with resource people
4. Resource people present materials to groups in school
5. Home related activities

RESOURCES:

Guidance library
Career materials -- W.W.T.I.
Career mobile
Career Days
Community resources

LIFE-STYLE AWARENESS

CURRICULUM MATRIX

Students will be able to relate life-styles to particular careers and to comprehend the economic, societal, technological and political aspects of careers in our society and their influences on each life-style.

(Subject)	(Teacher)
(Unit of Study)	(Grade Level)

UNIT OBJECTIVE(S):

1. Have you made students aware of the life-style (career) options available to them?
2. Have you made students aware of the impact of career selection upon life-style.

TREATMENT OR ACTIVITY:

1. Evaluate your own life-style or career -- your parents.
   a. What is important to you -- your parents.
   b. What are its rewards -- its drawbacks.
2. Research a particular career (library research)
3. Resource people to talk to class
4. Individual reports (oral)
5. Written reports
6. Vacation travel
7. Films on various careers
8. Newspapers, magazines

RESOURCES:

1. Library - books films, magazines, periodicals, house organs
2. Government publications - Occupational Outlook
3. Resource persons
4. National, state, local societies
5. School catalogs

WORK VALUES AND HABITS

CURRICULUM MATRIX

Students will recognize work and leisure as part of a life-style, will have positive attitudes toward all life-styles and the conservation of resources, and will demonstrate initiative and responsibility in developing their potentials.

Civics	Doris Doe
(Subject)	(Teacher)
Value Development	9
(Unit of Study)	(Grade Level)

UNIT OBJECTIVE(S):

1. What are values!
2. What are your values?
3. Are your values culturally and socially acceptable today?
4. How do your values relate to the development of your life style?
5. Do habits affect values?

TREATMENT OR ACTIVITY:

1. Show and discuss a series of the "Bread and Butterfly" films and individually list and define the values established by a class.
2. a. Individual rates the values in order of importance to her/him.
   b. Group establishes the rating from one to end as to importance of values; done by all class members
   c. Have parents rate the values listed by the class (not rated list)
3. Discuss in groups of three how your values differ from those of your parents and/or community. 4, Take an occupation from the *Occupational Handbook*; be sure occupation is of interest to you. Write a story about a fictitious (or real if you know one) person in this occupation indicating how the values discussed were important in obtaining the position and being successful in it.

5. Discuss.

RESOURCES:

1. Films: "Bread and Butterfly" series
   School counselor or principal presents an overview of values
3. A minister, social worker, sociologist or a community leader discusses
4. Local employer answers such questions as (1) What do you value in your employees? (2) What habits or traits do you expect in your employees? (3) What values or habits would make a person unacceptable for continued employability.

DECISION MAKING CURRICULUM MATRIX

Students will be able to relate their own abilities and limitations, their personal interests and values to types of work and their associated life-styles and to the possibility for success and advancement; they will be able to make decisions.

________________ (Subject)

________________ (Teacher)

________________ (Unit of Study)

________________ (Grade Level)

UNIT OBJECTIVE(S):

Have students developed the necessary skills appropriate for career decision making relative to "next step" experiences in education and career planning and preparation?

a. What kinds of knowledges, information, and experiences have students received regarding the decision making process?
b. Do students make objective career decisions today?

TREATMENT OR ACTIVITY:

- Information gathering
  - Individual
  - Range of occupations
- Decision making process
- Involvement of school, community, and family
- Develop personalized "Career Paradigm"

RESOURCES:

- Media:
  - Economic potential
  - Change
  - Want ads
- Community resources
- Tests
- Review other areas of career education

ACADEMIC/VOCATIONAL SKILL COMPETENCY

CURRICULUM MATRIX

Students will develop and demonstrate comprehensive educational and employment skills on a continuum leading to employment/continued education.

______________ (Subject)
______________ (Teacher)
______________ (Unit of Study)
______________ (Grade Level)

UNIT OBJECTIVE(S):

Can the students demonstrate and apply skills learned in school to a competency level necessary to enter either the world of work and leisure or continued education?

1. What are the specific academic competencies to be learned in your course?
2. What are the specific vocation/avocational competencies learned in your course
   a. Immediate
   b. Long-range

TREATMENT OR ACTIVITY:

1. Have students discuss various job qualifications.
2. Have students make a list of their personal competencies.
3. Have students choose jobs from newspapers they presently qualify for.
4. Have students perform specified competency tests as necessary.

RESOURCES:

Resources would vary according to course level and individual student achievement! Some ideas would include:

1. Speakers
2. Tradespeople
3. Businessmen
4. Other

WORK SEEKING AND GETTING SKILLS

CURRICULUM MATRIX

Students will know how to get information about jobs and demonstrate skills required in applying for and accepting work.

(Subject)	(Teacher)
(Unit of Study)	(Grade Level)

UNIT OBJECTIVE(S):

1. Have I given each student an opportunity to discover a variety of new careers?
2. Have I given each student an opportunity to gain the skills to apply for and to accept at least one job of his interest or needs?

TREATMENT OR ACTIVITY:

1. Write a letter of application.
2. Simulate an interview situation, discuss and evaluate.
3. Study a particular job or work occupation by personal contact and interview with person engaged in the work!
4. Make a list of unusual or little-known jobs. Question the class members!

RESOURCES:

Tapes and cassettes (Career Center, W.W.T.I.), D.O.T., U. S. Department of Labor, U. S. Government Printing Office, Washington D.C. 20402
Career Education Inventory, WBVTAE
Career Education Project, State Fair Community College, 1900 Clarendon Road, Sedalia, Missouri 65301
Occupational Outlook Handbook, 1974-1975 Edition, U. S. Department of Labor, U. S. Government Printing Office, Washington D.C. 20402

PLACEMENT CURRICULUM MATRIX

Students leaving formal education will be placed in jobs or further education consistant with their education.

(Subject)	(Teacher)
(Unit of Study)	(Grade Level)

UNIT OBJECTIVE(S):

Have you given students the opportunity to develop skills in seeking employment or continuing education?

a. Job placement activities in curriculum
b. Continuing education activities

TREATMENT OR ACTIVITY:

1. Visit placement offices (state, college, business)
2. Written and oral reports by students after visits to placement offices
3. Develop personal resume
4. Write letters of application
5. Classroom speakers
6. Films and AV materials on placement
7. Role playing - job interviews

RESOURCES:

Guidance personnel
Job Service office's personnel
Vo-tech school placement personnel
Private school placement personnel
Business and industry placement offices
Radio and TV

CONTINUING EDUCATION

CURRICULUM MATRIX

Students will know how, when and where to obtain information on education for a desired occupation and/or changing life-style.

(Subject)

(Teacher)

(Unit of Study)

(Grade Level)

UNIT OBJECTIVE(S):

1. Have you informed students of the needs for continuing their education after they graduate from high school, vocational/technical school, or college?
2. Have you informed the students about where, when and how to continue their education after graudation.

TREATMENT OR ACTIVITY:

1. Class discussion on how often a person may change jobs during his lifetime.
2. Guest speakers
3. Research on career choices for educational requirements and suggestions for continuing education.
4. Written and oral reports
5. A V materials

RESOURCES:

1. Library - local and school
2. College catalogs
3. University extension office bulletins
4. Technical school - continuing education bulletins
5. Government publications
6. National socieities bulletins and magazines

APPENDIX D

BANGOR PARENT LETTER AND SURVEY

9 Pages

CAREER EDUCATION TO ASSIST YOUR CHILD TO PREPARE FOR LIFE

-- WE NEED YOUR HELP --

January 22, 1975

To: Bangor Parents
From: Bangor Public Schools and Western Wisconsin Technical Institute
Subject: Career Education

The Bangor Public Schools and the Western Wisconsin Technical Institute are engaged in a joint career education project designed to:

* help your child develop awareness of self and the world of work and to develop positive attitudes toward self, school, and work.

* provide opportunities for all students to look at their interests and abilities in relation to the different types of work available to them.

* help all students establish realistic career or occupational objectives and prepare themselves for immediate employment and/or continuing education when leaving high school.

* help youth and adults to understand and accept the need to prepare themselves for several occupations of a similar as well as for a specific job in our rapidly changing society, to retrain when necessary or desirable, and to update and/or upgrade their skills so they can reach their fullest potential in relation to the current manpower needs of our American society.

We are making the building of a good life-style and knowledge of the world of work and development of a career an integral part of each subject in all grades. We want to motivate your child and give meaning to school experiences. If we are to be successful, we need help from the entire community.

Many of you are already working closely with our schools. Many of you have great knowledge concerning the educational system of our United States; however, we are including a few items about which you might not be familiar on a "Fact Sheet of Educaton".

As a separate enclosure we have included a questionnaire which we are asking you to complete and return to us by your child as soon as possible. If you have received more than one of these letters and forms because you have more than one child in school, please return together and complete Part II of only one of the questionnaires.

Your answers to these questions will help us to shape a better, more relevant program for your child(ren).

Appendix D

Please use 15 minutes of your time to complete this enclosed questionnaire. If possible, please complete it with your husband or wife. If there are any questions you don't want to answer, feel free to go on to the next item.

When you have completed the form, please return it by your child in the attached envelope. Please do not sign your names. Thank you for your cooperation. Your interest and assistance will be appreciated by both our staff and our students.

Sincerely yours,

Ted Kakaliouras, Principal

Dr. James Mantske, Superintendent
Bangor Public Schools

Morris Severson, Coordinating
Chairman

J. Robert Pendleton, Administrator
Community Services
Western Wisconsin Technical Institute

Vocational education is not career education. It can be only a part of it.

****

Three truisms are: (1) There is a decrease in need for unskilled labor; (2) there is an increase in need for skilled labor and technicians, and (3) people must be prepared to make a living if they intend to live well and have satisfying leisure time.

****

America's largest industry is education--63,000,000 people are involved, $87 billion are spent. From education comes employers, employees, citizens, consumers, parents, and voters. On the negative side, 2,500,000 people leave education with no planned career each year.

****

At a cost of $28 billion, 850,000 drop out of elementary and secondary schools, 850,000 drop out of college. 750,000 high school students have only a general curriculum education.

In high school 25 percent are enrolled in vocational curriculums (50 percent of them are enrolled in courses which don't prepare them for employment today); fifty percent are enrolled in the college preparatory curriculum (only 75 percent of them enter college; only 37 percent graduate). Twenty-five percent is enrolled in general curriculum (in this group are 70 percent of all the dropouts; but, worse yet, 78 percent of the penal inmates). *DOESN'T THIS SAY THAT APPROXIMATELY 70 PERCENT OF OUR STUDENTS MAY NOT RECEIVE THE EDUCATION THAT THEY NEED TO GET A JOB LET ALONE MAKE THE JOB MEANINGFUL AND SATISFYING.*

Of those that graduate from college, nine out of ten don't know what they really want to do. Twenty-eight percent of them make less money than the median income of high school graduates. And Department of Labor statistics say that in ten years only 20 percent of the jobs will require four years of college, yet 25 percent of the work force will have a four-year college education. Rephrased, 80 percent of all jobs will require specialized vocational or technical training during or after high school, but will not require a four-year college degree.

****

Sixty percent of the products to be made in the 1970's had not been invented in 1969. Two-thirds of our present first graders will fill "non-existent jobs of today" in 2000.

****

Among adults, there are 24 million functional illiterates (can't read, write or count at a fifth grade level); yet, only 6½ million over the age of 14 have not attended more than five years of school. Fifty percent of all adults don't have the literacy to learn day-to-day reading matter like newspapers and job applications.

For the past six years, Cleveland, which is completely oriented to career education and the coordination of educators, industry and business people, has placed 95 percent of their high school graduates who wanted employment.

Ninety percent of all United Stated Citizens believe schools should emphasize the study of trades, professions and business, and yet 59 percent of all educators don't know what career education is.

QUESTIONNAIRE

Part I, Directions

Please read each question carefully; then check the answer to each question.

No Response

1. How many children do you have? None 1 1 5 2 5 3 4 4 12 5 or more 27 — 1

2. How many of your children have left high school before graduating?
0 49 1 3 2 — 3 1 4 — 5 — — 2

3. Is the child who brought this form to you a boy 24 girl 16? MAIL 14 — 1

4. What are your hopes for this child (check the answers which apply)
marriage 8 travel 12 join the armed forces 9 get a job 16 go to W.W.T.I. or other two-year school 20 go to a four-year college 14 other (specify 4 ____________ uncertain 12.

5. With whom have you discussed career plans for this child (you may check more than one response)? The child 40 another parent 15 teacher 8 counselor 4 other school staff member 2 friend 6 representative of an occupation or career 6 other child 7 other (specify) 2 Relative ________ no one 13.

6. How many times have you received information about career education from the following sources?

Meetings? Never 33 1 2 2 2 3 1 4 1 5 — 6 or more 3 — 12
Newsletters or brochures? Never 17 1 5 2 6 3 6 4 1 5 — 6 or more 13 — 7
Newspaper, TV or radio,? Never 16 1 — 2 2 3 4 4 3 5 — 6 or more 23 — 9

7. Would you like your son/daughter to:
know what work is before they have to begin work? yes 52 no 0 — 3
know what kind of work they have the ability to do? yes 53 no 0 — 2
know what kind of work they want to do? yes 52 no 0 — 3
have a positive (good) attitude toward work? yes 53 no 0 — 2
be motivated to work? yes 51 no 0 — 4
understand the private enterprise system? yes 44 no 3 — 8
be well grounded in the basic skills of reading? yes 50 no 0 — 5
see work as meaningful and satisfying? yes 51 no 0 — 4

8. Would you like your community to reduce its social costs:
of poverty? yes 35 no 9 — 11
of crime? yes 35 no 11 — 9
of juvenile delinquency? yes 35 no 11 — 9

PART II - Directions

Please read each statement carefully. There are no right or wrong answers. Just check the box which best describes how you feel about each statement.

		Agree		No Opinion	Disagree		No Response
		1	2	3	4	5	
1.	Every student should have had at least one paying job before graduating from high school.	58% 32	20% 11	7% 4	13% 7	0	2% 1
2.	You don't need a college degree to be a success.	78% 43	16% 9	4% 2	2% 1	0	0
3.	Every student should graduate from high school with a salable skill he can use on a job.	51% 28	18% 10	11% 6	16% 9	0	4% 2
4.	Knowledge of occupations (careers) should be learned within the school program.	60% 33	31% 17	5% 3	4% 2	0	0
5.	Students should hold several kinds of jobs before leaving high school.	15% 8	16% 9	20% 11	40% 22	5% 3	4% 2
6.	If schools were fully career-oriented, they would be useful (and relevant) to more students.	35% 19	24% 13	21% 12	15% 8	0	5% 3
7.	Knowledge of occupations and work (career education) should be available to all students from kindergarten through grade 12.	40% 22	24% 13	11% 6	16% 9	5% 3	4% 2
8.	Students should be able to meet and talk to experts in many areas of work; for example, truck drivers, secretaries, postmen, doctors, tradesmen, and electricians; they should be invited into the classroom.	67% 37	25% 14	4% 2	2% 1	0	2% 1
9.	As part of the high school program, students should be allowed to leave school during the day to work.	20% 11	15% 8	13% 7	43% 24	5% 3	4% 2
10.	High schools should be responsible for work and educational placement of students when they leave school whether before or after graduation.	10% 5	5% 3	16% 9	49% 27	16% 9	4% 2
11.	Guidance counselors don't know enough about careers and career possibilities to guide student intelligently.	31% 17	20% 11	29% 16	16% 9	2% 1	2% 1
12.	Teachers don't know enough about careers and career possibilities to guide students intelligently.	33% 18	18% 10	27% 15	16% 9	2% 1	4% 2

Bangor School Board Proceedings

JOINT COMMON SCHOOL
DISTRICT NO. 2
BANGOR, WISCONSIN
Board Of Education
Meeting Minutes
October 16, 1974

The meeting was called to order by President Robert Horstman at 8:15 p.m. Members present: Mrs. Downer, Mrs. Gates, Mr. Hundt, Mr. Kirkeng, Mr. Path, Mrs. Pfaff. Guests present: Ted Kakaliouras, Richard Lunenschloss, Robert Peddleton, Morry Severson, Al Szepi.

I. Approval of Minutes

A motion was made by Mr. Kirkeng and seconded by Mr. Path to accept the minutes of the September 17, 1974, regular meeting as presented. Unanimously approved.

II. Financial Statement

Superintendent Mantzke reported September receipts were $156,703.41. Less disbursements $93,606.86, equals a September 30, 1974, book balance of $72,829.94.

III. W.W.T.I. Representatives --Career Education

Mr. Morry Severson and Mr. Robert Peddleton discussed the role of W.W.T.I. and Career education at great length. In essence, career education involves bringing careers and community into the school and classrooms.

A motion was made by Mrs. Downer and seconded by Mrs. Gates to sanction career education in the high school curriculum through imput and cooperation with W.W.T.I. Unanimously approved.

IV. L.V.E.C.

Al Szepi, Local Vocational Education Co-ordinator, explained his role concerning enlargement and improvement of curriculum. He announced that Mrs. Charlotte Hoffman and Mr. Lloyd Niedfeldt are serving on the L.V.E.C. Advisory Committee.

Career Education And BHS

People start learning the day they are born and continue learning until the day they die. But do they learn that which will best prepare them for the life-style which will satisfy their needs and wants? Has our educational system made all people aware of their needs, their abilities, their personalities? Has it given all men and all women, even most men and most women, a true picture of the real world of work and leisure as it exists in this ever changing, technological society? Is an individual more influenced by what others expect, or what a relative or friend is doing, or by an awareness of his or her own abilities, ambitions and needs? All criticisms, and there are many, leveled at our educational system today evolve around the relationship between education and life-style. Life-styles have two basic elements: work and play; therefore, education should be built around the concepts of work and play/leisure. All individuals in all segments of society relate to these concepts. Thus, all the criticisms which are leveled at our present educational system can be corrected by instituting an action program of educational reform through the use of the concepts of work and leisure. The vehicle for educational reform is in career education.

In those schools which have established or are establishing career education programs, students will know about hundreds of occupations which are available to them before choosing a career which fits their abilities and desires and which will accommodate life-styles of their own choosing. And it will give that student the knowledge which will enable him or her to change to another job as the work/leisure world changes.

Career education is not a special course or unit; but is a continuous experience of developing subject matter with the development of oneself, his or her relationship to others and the occupational world of his or her choice.

The career education program being developed in our area of Wisconsin was originated by the staff of Western Wisconsin Technical Institute. It divides an individual's life into sequential phases or eras. The formative era is pre-formal schooling where children's personalities and first life-style habits are established.

The motivation era, generally considered to be kindergarten through sixth grade, is where the child is first diagnosed (his or her personalities, abilities, desires, needs and values found so that a proper educational method may be developed to help him or her quickly and well). Here the child, as he learns his or her academic skills, is encouraged to develop an awareness of self in relation to the life-style of the society he or she is in, wholesome attitudes toward work and workers in all occupations and a knowledge of the clusters of occupational careers.

In the orientation era, students assess their own interest and abilities in relationship to possible careers for themselves, are motivated by the relevancy of their desires and their necessary academic learning, and develop awareness of relevant factors to be considered in decision-making. In the expansion era students become familiar with as many of the jobs as possible within the general categories which meet their wants, abilities and needs for a desired life-style. They gain experience in meaningful decision-making.

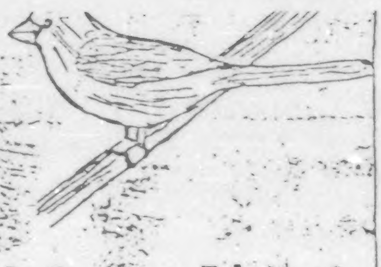
In the eleventh and twelfth grade the student acquires occupational skills and knowledge of entry level employment and/or advanced occupational training, further develop acceptable job attitudes and be involved in cooperative work experience. The student prepares to enter into the ever changing adult society of work and leisure.

The final era of man's life is the "world of work and leisure" in which he lives and learns to accept change, hopefully to improve his socio-economic position, but, above all else, to have the opportunity to live a life that fulfills his desires.

Career education stresses the involvement of parents, teachers, school administrators and boards, of industry, business, labor, services, organizations — the total community. Career education fosters the study of the humanities and arts by more students because it adds relevancy to the learning process. It is education for the whole of life, birth to death; it is related to a person's life-style; it shows occupations or careers in the broad perspective of the life a person desires to have, but gives him or her opportunity to change with changing times.

CARDINAL TALES

BANGOR SCHOOL NEWS



Bangor High And Career Educatio

The Bangor School Board has decided that the students in their district must be prepared to meet the challenges of this changing world with its greater demands for expertise in so many diverse fields. The Board, the school administrators, and the teachers in cooperation with Western Wisconsin Technical Institute and the University of Wisconsin— La Crosse have decided to build a curriculum that will give Bangor students the opportunity to see the relevancy between the subjects they learn and the world in which they live. There are tremendous, human, learning resources in the Bangor District which will be tapped for their expertise in occupations, in their knowledge and skills. Audiovisual and printed materials for use by teachers, pupils and groups are available at Western Wisconsin Technical Institute resource centers at Sparta, Viroqua and La Crosse. Curriculum and career education assistance will be given through the cooperation of the University of Wisconsin — LaCrosse and Western Wisconsin Technical Institute.

Career education is not to be construed as being limited to the formal educational years of a person. It is a lifetime of educational development, both formal and informal, for both work and leisure. Continued formal education and career development takes place in day and evening classes such as those offered at Bangor through the Western Wisconsin Vocational, Technical and Adult Education District.

A variety of courses are available to the residents of the district, subject to the availability of qualified instructors and the equipment and space to hold the class.

Classes offered range from vocational preparatory classes, such as auto mechanics, or typing, etc.; to avocational classes aimed at self-satisfaction and the wise use of leisure time (woodworking, knitting, etc.); to general subject classes geared to the self-improvement of the individual (foreign language, driver education, etc.).

Special classes that are available include Adult Basic Education. It is a program for those who have less than a high school education and are functioning at less than the eighth grade competency level. It prepares the the student for additional class work that will prepare him/her for the General Education Development (GED) Testing Program which, if the student attains satisfactory scores, entitles him/her to a high school equivalency certificate issued by the State of Wisconsin. Persons interested in the GED program should be at least 19 years of age and should have been out of school at least one year.

Another program available to Bangor District residents is a high school completion program for those who had dropped out of high school, generally with just a few credits short of graduation. Persons interested in this program should contact the Bangor High School Principal, Mr. Ted Kakaliouras. If enough persons indicate an interest in specific courses, classes can be offered.

Other services available through Western Wisconsin Technical Institute include consultant services in special areas; fire service training, supervisory training, safety training (defensive driving, Red Cross first aid, occupational safety and health act), and police training. These services are available to all businesses, industries and other organizations throughout the district.

Adult evening classes available include over 300 possible classes in agriculture, graphic arts, business, home economics, trade and industry, health occupations, and general education.

As the needs of society and the individual change, additional classes, seminars, or workshops can be developed to meet those needs. As that one commercial ad says it: "Help is just a phone call away."

Mr. Ted Kakaliouras would like your help in determining the evening classes to be offered at Bangor for the second semester beginning in January. Please contact Mr. Kakaliouras at the Bangor High School principal's office to make your wishes known.

Self-Defense Course For Women Offered At WWTI

LaCrosse, Wis. -- Knuckle jabs, arm holds, targets for foot blows, releases from wrist grips, and usos for purse weapons are among the topics covered in a comprehensive course designed for the woman who wishes to learn the various attack prevention techniques and gain the knowledge and skills necessary for the practical application of self-defense.

The adult evening vocational education course entitled "Self-Defense For Women" will meet for 10 consecutive weeks from 7 - 9 p.m. on Monday evenings starting December 2. The sessions will meet in Room 105 of the Coleman Building, Western Wisconsin Technical Institute, Sixth and Vine Streets, LaCrosse.

Richard Rostall, ROTC student at the University of Wisconsin - LaCrosse, will conduct the 20-hour course which will include introductions to attack prevention, hand-to-hand defense, hand blows, foot blows, deflecting and blocking blows, release methods, combination actions for complete defenses, defense against weapons, firearms, and a review of defense techniques. Rostall has completed a training program for Army Rangers in Self-Defense and Army Ariborn training program.

Preregistration will be accepted by phoning at 782-6238, extension 119. Registration will also be held on the first evening the class meets, Monday, December 2. The only charge will be a $3.00 registration fee and a $1.00 course fee. All fees will be collected the first night of class. Additional fees will be assessed and collected the first evening of class if less than 15 students enroll in the course.

Innovation— Bangor Schools Try It

BANGOR, Wis. — The Bangor Board of Education — in a move that could lead the way for other Wisconsin school districts facing declining enrollment and inflationary costs — is making some bold revisions in its programs and facilities.

The problems here are much the same as in many small public school districts. Spiraling costs mean belt-tightening at budget times. Steadily declining enrollments hurt chances for more state aid to make the necessary improvements, and the very nature of a rural district does not lend itself to implementing many necessary changes.

The Bangor Board of Education began early in 1974 with a careful assessment of the situation. They found that of the 725 students in the district, 605, or 85 per cent, are bused to school every day from a rural home. The district also provides transportation for students at one parochial school in Bangor.

Current trends show enrollment falling off at the rate of 5 per cent a year. There are 46 teachers in the Bangor system.

The board, after a careful study of curriculum, came to the conclusion that more vocationally oriented coursework was needed if Bangor students were to compete successfully in the job market. It was decided that strong leadership was needed to make the changes.

Accordingly, the board hired as superintendent of schools Dr. James Mantzke, a native of Freeport, Ill., with a doctorate in educational administration from the University of Wisconsin-Madison. At Milton he had been a teacher, coach, assistant principal and principal. He was charged with making a thorough review of the system's programs and facilities.

Shortly after Mantzke's appointment last summer, Ted Kakaliouras was named principal of the 389-student high school. Kakaliouras came to Bangor from Melrose-Mindoro High School with a strong background in team approaches to teaching and considerable experience in dealing with the problems of a smaller school.

"I came to Bangor with the idea of involving more students in school affairs and opening more avenues of communication with the faculty," Mantzke explained. "The obvious challenge here was to promote better communications and improve both conditions and curriculum." But there were problems.

"First of all," said Mantzke, "the board of education recognized a real concern about the future of their children, both in the community and beyond. This meant we had to get on with solid, career-oriented programs at the high school level, something that would put Bangor students into the job marketplace with the skills to compete."

Kakaliouras explained that Bangor has shifted emphasis to an administrative team approach, where the administrators share the role of giving guidance and encourage teacher initiative within the framework of the school's programs.

"Both the administration and the faculty are free to raise issues and we all seek the answers," Kakaliouras added. "By encouraging an open-door policy, I hope we are getting at one of the biggest problems in education."

Mantzke said a cooperative effort in developing a tailor-made curriculum leads to real continuity in each student's study program. "For example, it is possible to tie the literature subject matter into current issues being discussed in social studies."

"We have to face the fact that students are more emotionally advanced today than ever before," Mantzke said. "The 45 minutes spent in the classroom each hour is no longer sufficient to educate young people who will shortly be spreading out to find work and living in a highly sophisticated society."

But bringing this concept into practice in a district like Bangor requires an understanding of the situation in smaller school systems, Kakaliouras explained. In such districts, he said, the school is the focal point for students and much of the community.

The district is also turning to other sources for assistance and advice. Curriculum planning experts at the University of Wisconsin-La Crosse have been involved in a number of in-service classes.

"Well over half of our teachers are now involved in a curriculum development series being taught here by consultants from the university in La Crosse," Kakaliouras said.

Until recently, low student morale was a serious problem. That's all changing now, partly because of new study programs, but also largely because of some innovative changes in the physical appearance of Bangor High School.

Halls have been repainted in bright colors. Congested areas have been cleared and new lighting installed in dark areas. New lockers have brightened the dressing rooms. But undoubtedly the most striking change is the new student lounge in the lower level.

"The new Commons, as we call it, is an option for students during their free period," Kakaliouras noted. "They are now able to choose between an unattended study hall, the library or the Commons." The Commons is a supervised lounge with tables for studying or playing checkers, chess or scrabble. There's a music box in one corner, soda and candy machines and comfortable lounge chairs.

"This has just been a fantastic morale booster," Mantzke said. "The students have taken to the idea and the positive attitude is showing up elsewhere in the school day as well."

Mantzke explained that the improvements . . facilities, while largely superficial, have had results with both the students and faculty. He said they were accomplished with a very small expenditure of funds, but are considered to be worth many times the cost.

"We wanted to make the day spent here a happy one. School isn't drudgery .... it's hard work but it can also be fun." He added that new tables and chairs in the school cafeteria have brightened

WESTERN WISCONSIN TECHNICAL INSTITUTE

Memorandum

DATE: December 26, 1974

TO: Coordinating Chairmen

FROM: Administrator, Community Services

SUBJECT: Bangor In-Service January 9, 1975

A written self-study program has been completed for the utilization of district teachers. Nine curriculum matrix teacher worksheets are included. A working sample of each one will be prepared by us for our personal presentation to the Bangor teachers on January 9, 1975.

We will meet all day Tuesday, January 7, 1975 to help each other develop this matrix presentation.

I suggest you prepare your unit objectives in question form: it makes a clearer presentation. In the treatment section, prepare, for each question you developed in the objectives, an activity. Lastly, locate the resources which would be available for teaching the unit.

Select a subject, a unit of study and a grade level 7-12.

Assignments for preparation are in six singles and three doubles as follows:

Self-awareness -- Ammerman, Steffen
Career awareness -- Dittmer, Rogers
Life-style awareness -- Pendleton, Severson
Work values & habits -- Pendleton
Decision making -- Rogers
Academic/vocational Skill competency -- Dittmer
Work seeking and getting skills -- Steffen
Placement -- Ammerman
Continuing education -- Severson

pc
Separate Cover
~~Enclosure~~

EXHIBIT VI

APPENDIX E

CALL-STAFF SEMINAR -- INVITATION AND LETTER

2 Pages

SIXTH AND VINE STREETS LA CROSSE, WISCONSIN 54601

western
wisconsin
technical
institute

CHARLES G. RICHARDSON, DISTRICT DIRECTOR • TELEPHONE 608/782-6238

Dear Co-Worker:

Western Wisconsin Technical Institute is holding an in-service for instructors who are teaching and have taught in this vocational district's adult evening program. The in-service will be held in La Crosse at Western Wisconsin Technical Institute on Saturday, September 14, 1974. The time and the topics to be covered are itemized on the enclosed agenda.

The purpose of the in-service is to make the part-time instructional staff more aware of the characteristics of adult learners, the motivational and teaching techniques for teaching adults and career and continuing education concepts. Lastly, it will give each of you the opportunity to become acquainted with your counterparts from all geographic areas.

You will be reimbursed for the distance you travel at the rate of $.12 per mile. Check your odometer when you leave home and when you arrive in La Crosse. The cost of the noon luncheon will be paid by the vocational district.

Please fill in the return-addressed, prepaid postcard and return it to me by September 1, 1974.

Sincerely,

J Robert Pendleton

J. Robert Pendleton
Administrator
Community Services Division

JRP:pc

Enclosures 2

Agenda
Return-addressed, prepaid postcard

cc Richard Ammerman, Northwest Coordinating Chairman
Gerald Dittmer, Northeast Coordinating Chairman
Richard Rogers, West Coordinating Chairman
Morris Severson, South Coordinating Chairman
Dale Steffen, East Coordinating Chairman

Appendix E

CENTER FOR WESTERN WISCONSIN VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICT

AGENDA FOR CALL STAFF IN-SERVICE

September 14, 1974

8:30 - 9:00	Registration - Sign mileage voucher (Business Education Building Lobby) Please register by instructional area
9:00 - 9:30	General Session - Keynote speaker, University of Wisconsin-Stout personnel
9:30 - 10:00	Center Administrative Procedures - West Center, Room 108; Northwest Center, Room 110; Northeast Center, Room 208; South Center, Room 209; East Center, Room 210
10:00 - 11:45	Special Sectionals (see schedule)
11:45 - 1:00	Lunch - Kumm Building Cafeteria
1:00 - 3:45	Special Sectionals (see schedule)

	10:00 10:45	11:00 11:45	1:00 1:45	2:00 2:45	3:00 3:45
Career Education Room 108 Mr. Pendleton	000 100		800	300 500	200 400
Discussion of "Handbook for Teaching Adults" Room 110 W.W.T.I. Community Services personnel	200 400	000 100		800	300 500
Planning & Organizing A Lesson Room 208 University of Wisconsin-Stout personnel	300 500	200 400	000 100		800
Teaching Aids (A.V., etc.) K-206 Western Wisconsin Technical Institute Personnel	800	300 500	200 400	000 100	
Teaching Techniques Room 210 University of Wisconsin-Stout personnel		800	300 500	200 400	000 100

INSTRUCTIONAL AREAS OF TEACHERS:

000	Agriculture
100	Business Education
200	Graphics
300	Home Economics
400	Trades & Industry
500	Safety & Health
800	General Education

APPENDIX F

FOLLOW-UP SURVEY -- NEEDS ASSESSMENT

6 Pages

Company________________________________

Address________________________________

____

In 1973 Western Wisconsin Technical Institute conducted an educational needs survey in which almost all industries and businesses participated; only a few failed to respond. Western Wisconsin Technical Institute (WWTI) desires to assist all employers in building a better industry or firm, therefore a more prosperous community.

Does WWTI establish more educational services in this area or not? That is the basic question and the reason for this short, follow-up survey.

1. What is (are) your product(s)?________________________________

____

____

2. For the jobs your firm now has how many openings will be available in each year?

Job Name	1975	1976	1977	1978	1979

3. What is your annual percentage rate of job turnover?__________________

4. What new jobs do you anticipate that your firm may have and in what year?

Job Name	1975	1976	1977	1978	1979

Appendix F

5. What retraining will your employees need, for what job, in what year? (Exclude "on-the'job" training.)

Job Name	Training	1975	1976	1977	1978	1979
Example:						
Welder	Metallurgy	2				
	T.I.G. Welding		2			
	Supervision for foreman			1		

6. What training do new employees need prior to employment with your firm?

Job Name	Training
Example:	
Welder	Basic welding, simple math, etc.

7. What unusual work situations exist in your firm? (For example: "shift" work, time of work, place of work, type of work)

Company	Job Openings (1975-1979)	% Annual Turnover	New Jobs (1975-1979)	Retraining (1975-1979)	Training before Employment	Unusual Work Situations
Bar-Bel Fabricating Co., Inc. Route 2 Mauston, Wisconsin	Welder (2,4,4,4,4) Polisher (1,-,2,-,1)	16%	X Engineer, 77	A Fabricator (2,2,2,2,2)	a Welder b Fabricator	
Big Joe Manufacturing Commercial Avenue P. O. Box 236 Wisconsin Dells, Wisconsin	4 Warehousemen* 2 Machinist* 3 Fabricator* 1 Welder* 5 Inspector* 6 Assembler, grinder, painter*	62%	None	None	c Inspector d Warehouseman e Machinist f Fabricator	"Shift" work Heavy lifting
Brunner Manufacturing Company Elroy Wisconsin	Unknown	Negligible	Unknown	On-The-Job	High School Basic Ed. Tech. School when necessary	None
Coquette Manufacutring Co. Industrial Park Mauston, Wisconsin	Sewing Operators (24,50,50,50,50)	½%		None	g Sewing Machine Operator	None
The Dumore Company Mauston Industrial Park Mauston, Wisconsin	Unknown	20%	None			None
Edgewood of Elroy 1510 Academy Street Elroy, Wisconsin	No set number	30%		T.N.A. Course		"Shift" work
Energy Components, Inc. 702 W. Bridge Street New Lisbon, Wisconsin	Unknown	20%	Unknown	None	None	None
Kenco Plastics Necedah Wisconsin	Glass Sprayer (1,1,-,-,-) Assembler(1,2,-,-,-)	50%	None	None	None	None

Key

A - blue print reading

a - basic welding, simple math, etc.

b - blue print reading

c - matrology, math

d - education above high school

e - previous experience on shears, press. lathe, drill, etc.

f - See "e" above

g - basic sewing -- methods

* Indicated number of openings - dates are unknown

Company	Job Openings (1975-1979)	% Annual Turnover	New Jobs (1975-1979)	Retraining (1975-1979)	Training before Employment	Unusual Work Situations	Key
Lemonweir Valley Telephone Co. Camp Douglas Wisconsin	Unknown		None		h Lineman	None	B - Food management C - Bedside nursing care
Necedah Pallet Company Necedah Wisconsin	Replacements only	15-20%	Replacements only			None	D - Line supervision principles. Work measurement. Employee relations.
Oakdale Electric Cooperative Oakdale Wisconsin	Journeyman lineman apprentice (1,2,2,2,2) Appliance Service (1,-,2,1,1) Clerks (1,-,2,1,1)	3.7%	X Director, Public Relations 75	None	i Lineman j Appliance Repair k Clerks	"Shift" work for small number	E - Pickup and car tuneup; small engine repair. h - Basic electricity, trouble shooting, installation and repairs.
Pleasant Acres Route 1 New Lisbon, Wisconsin	Nursing (10,-,-,-,-) Dietary (5,-,-,-,-) Others (5,-,-,-,-)	15%	N/A	B Dietary Supervision (1,1,1,1,1) C Nurses' Aid (5,5,5,5,5)	l Nursing	None	i - See "h" above j - See "h" above
Ray-O-Vac Division ESB Incorporated Wonewoc, Wisconsin	Assembly Work (40,30,30,20,20)	18%	Unknown	None	None	"Shift" work Extremely dirty in one department	k - Typing, shorthand, inventory training, telephone, etc.
Triple P, Inc. P. O. Box 327 Necedah, Wisconsin	Machine Helper (2,6,8,8,8) Material Handler Follow up worker (5,20,40,40,40) Punch Press Operator (1,3,4,4,4) Office Clerical (1,2,2,2,2) Tool & Die Maker (0,1,1,1,1)	8.4% Mo.	None	D Foreman (-,4,4,4,-)	m Clerical n Tool & Die	Night Shift Warm in one Department Chemical exposure	l - Nurses' aid course desirable m - Typing, shorthand, office machines. n - 2+ yrs. vocational, trade training in Tool & Die
U.S. Fish and Wildlife Service Necedah Nat'l Wildlife Refuge	X Refuge Manager 76 X Ass't Refuge Manager 75 X Forester 75 X Clerk 75 XX Maintenance *	1/2 yrs.	None	E Mechanic (2,2,-,-,-)		Maintenance/operator has great variety Variety of locations	

Company	Job Openings 1975-1979)	% Annual Turnover	New Jobs (1975-1979)	Retraining (1975-1979)	Training before Employment	Unusual Work Situations	Key
Vacuum Platers, Inc. 115 South Union Street Mauston, Wisconsin	Wash Department (1,-,-,-,-) Hook up Department (-,1,-,-,-)	Very Low	None	On-the-job training	On-the-job training	High vacuum equipment industrial finishes	F - Supervision G - Supervision H - TIG, MIG, etc
Walker Stainless Equipment Co. 601 State Street New Lisbon, Wisconsin	Welder (6,6,7,8,9) Grinder-Polisher (4,4,5,6,6) Utility-Material Handler (1,1,1,1,1)		X Welding Engineer 77 X Food Technologist 78	F Foreman G Keyman H Welder	o Welder p Grinder-Polisher	"Shift" work Apprenticeship program Field installation and service	o - 2-5 yrs. experience with TIG welding and fabrication, sheet metal layout. p - 1-3 yrs experience with stainless grinding and polishing sanitary finishing.

APPENDIX G

NEEDS ASSESSMENT SURVEY -- NEW COURSES

4 Pages

SIXTH AND VINE STREETS
LA CROSSE, WISCONSIN 54601

western
wisconsin
technical
institute

CHARLES G. RICHARDSON, DISTRICT DIRECTOR • TELEPHONE 608/782-6238

August 27, 1974

Dear Auto Serviceman:

Western Wisconsin Technical Institute is attempting to determine the training needs of automotive servicemen within the District through the completion of the enclosed survey.

Based on your response, a program will be designed by the Automotive Department at W.W.T.I. to meet these immediate needs.

We would appreciate it if you would look over, fill out and return the enclosed survey to us by September 18, 1974. A pre-addressed envelope is enclosed for your convenience.

After analysis of these surveys, you will be contacted regarding a specific timetable and the location of the program.

Thank you for your cooperation.

Sincerely,

Richard A. Rogers

Richard A. Rogers
Coordinating Chairman, West Center
Career and Continuing Education

RAR:pac

Enclosures

Appendix G

CENTER FOR WESTERN WISCONSIN VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICT

NAME ____

BUSINESS ADDRESS ____________________________________

____

Please mark the subjects below, indicating how interested you would be in taking a program designed to give training in each area:

	Interested	Possibly Interested	Not Interested
1. Auto Electric			
2. Electronic Ignition Systems			
3. Alternator and Charging Systems			
4. Carburetors			
5. Emission Control Systems			
6. Front End Alignment			
7. Power Accessories			
8. Disc Brakes			
9. Power Steering			
10. Automatic Transmissions			
11. Auto Air Conditioning			
12. Cooling Systems			
13. Tune-up Procedures			
14. Other: (Please list below.)			

____

____

____

____

____

____

August 23, 1974

Dear Hotel-Motel Worker

Western Wisconsin Technical Institute is attempting to determine the training needs of Hotel-Motel personnel within the district through the completion of the enclosed survey. Based on your response, courses will be offered to meet these needs.

Would you please fill out and return the enclosed survey to us by September 15, 1974. A pre-addressed envelope is enclosed for your convenience.

After analysis of these surveys you will be contacted regarding a specific timetable and the location of the courses we will be offering.

Thank you for your cooperation.

Sincerely,

Richard A. Rogers
Coordinating Chairman, West Center
Career and Continuing Education

RAR:nc

Enclosures

NAME ______________________ NAME OF HOTEL/MOTEL ______________________

BUSINESS ADDRESS ______________________

Please indicate your interest in the courses listed below: (Check one)

	Interested	Possibly Interested	Not Interested
1. Organization & Administration in the Lodging Industry	____	____	____
2. Motel-Motor Hotel Management	____	____	____
3. Front Office Procedure	____	____	____
4. Hotel-Motel Accounting Fundamentals	____	____	____
5. Supervisory Housekeeping	____	____	____
6. Maintenance & Engineering	____	____	____
7. Hotel-Motel Law	____	____	____
8. Food & Beverage Controls	____	____	____
9. Financial Management	____	____	____
10. Supervisory Development	____	____	____
11. Training & Coaching Techniques	____	____	____
12. Sales Promotion	____	____	____
13. Hotel-Motel Property Management	____	____	____

14. Other: (Please List Below)

____

____

Location: Would you be able to attend classes one night a week in La Crosse?

(Circle one) Yes No Night Preferred: M T W Th

Tentative cost per course: $25.00 (Includes text)
Length: 12 weekly sessions of 2 hours each

Additional comments on back of this sheet.

APPENDIX H

NIGHT SCHOOL FLIER -- EXAMPLE

3 Pages

ENROLL IN ADULT CONTINUING EDUCATION COURSES

Western Wisconsin Technical Institute knows that citizens of its multi-county area, by combining their resources, can provide the employment preparation needed in the complex and rapidly changing world of modern technology. Evening Schools are established throughout the district for the convenience of district residents. The instructors, experts in their field, are from agriculture, business, faculties of educational institutions, government agencies or industry. The district is divided into five regions, and each is educationally served by a center under the direction of a coordinating chairman who is responsible for the one to eight evening schools within that region.

HOW TO REGISTER

To reserve place in class of your choice, call by phone or write the evening school center nearest you.

You may also register in person during the week prior to start of classes, or the first night of classes as scheduled.

REQUIREMENTS AT REGISTRATION

A valid social security card.
Proof of age (registrant must be 16 or over; if 16 or 17, must have the consent of parents and principal).
Cash or personal check to pay for:
General registration fee for all courses (non-refundable) (citizens 65 years of age or older are exempt but must have a medicare card).
Course fee (charged for a particular course).
Special fee (charged for asterisked courses). If a course is asterisked and there are 15 or more students, the special fee is $2.00 for each student; with 11 to 14 students the fee is $4.00.
Classes require a minimum of eleven students. Exceptions: classes may be held with 7 to 10 students if each student is willing to pay a special fee of $7.00.

Because education is a continually changing process the WWVTAE District Board reserves the right to make changes in courses and regulations published herein without obligation or prior notice.

For information concerning eduction call or visit the Northwest Region Center at Arcadia (tel 608/323-7400. Richard Ammerman, Coordinating Chairman.

4-20-430	Metrication	W-7:30	20
8-02-411	German I	M-7:30	20
8-07-401*	Slimnastics	W-7:30	20
8-91-400*	Square Dancing	M-7:30	20
8-91-401*	Bridge	T-7:30	20
700 Series	High School Credit Program**	See Independence Schedule	

WHITEHALL

Evening School Supervisor: Duane Halvorson
Registration: Monday thru Friday, January 13-17, 1975
8:00 a.m. to 4:00 p.m., by telephone. (715)538-4364

Classes start the week of January 20, 1975.

COURSE NO.	COURSE TITLE	CLASS MEETS	TOTAL HOURS
1-01-402	Basic Bookkeeping	W-7:30	20
1-06-433	Refresher Typing	Th-7:30	40
3-01-412*	Macrame	M-7:30	20
3-01-421	General Clothing	W-7:30	20
3-03-420*	Cake Decorating	Th-7:30	20
3-04-460*	Home Mechanics	W-7:00	30
3-06-430*	Rosemaling	M-7:30	20
3-06-441*	Knitting	Th-7:30	20
4-02-464	Aviation Ground School	T-7:00	30
4-09-402*	Woodworking	T-7:00	30
4-40-410*	Upholstery	M-7:00	30
4-42-400	Arc Welding	T-7:30	20
8-02-475	Norwegian	W-7:30	20
8-07-401*	Slimnastics (Pigeon Falls)	Th-7:30	20
8-07-401*	Slimnastics (Whitehall)	W-7:30	20
8-15-402*	Art (Fundamentals)	M-7:00	30
8-15-403*	Art (Painting I)	W-7:00	30
8-91-401*	Bridge	W-7:30	20
700 Series	High School Credit Program**	See Independence Schedule	

*See Fee Schedule, Page 2
**Contact your local high school principal for complete information.

BLAIR

Evening School Supervisor: John Teslaw
Registration: Monday thru Friday, January 13-17, 1975
8:30 a.m. to 4:30 p.m., by telephone. (608)989-2525

Classes start the week of January 20, 1975.

COURSE NO.	COURSE TITLE	CLASS MEETS	TOTAL HOURS
3-01-412*	Macrame	W-7:30	20
3-01-465	Knit & Stretch Fabrics	T-7:30	20
3-06-430*	Rosemaling	M-7:30	20
3-06-440*	Needlecraft	W-7:30	20
4-20-430	The Metric System	T-7:30	20
4-42-400	Arc Welding	M-7:30	20
8-02-477	Conversational Norwegian	Th-7:30	20
8-07-402*	Men's Physical Education	Th-7:30	20
8-91-404*	Fishing Crafts (Fly Tying)	W-7:30	20
8-91-415*	Beginning Guitar	M-7:30	20
	Yoga	T-7:30	20
700 Series	High School Credit Program**	See Independence Schedule	

COCHRANE-FOUNTAIN CITY

Evening School Supervisor: Darrel Bartholomew
Registration: Monday thru Friday, January 13-17, 1975
8:00 a.m to 4:00 p.m., by telephone. (608)687-4391
Classes start the week of January 20, 1975.

COURSE NO.	COURSE TITLE	CLASS MEETS	TOTAL HOURS
3-01-465	Knit & Stretch Fabrics	T-7:00	20
3-06-401*	Ceramics	T-7:00	20
4-09-439*	Cabinet Construction	T-7:00	30
4-20-430	The Metric System	M-7:00	20
4-20-457	Beginning Machine Shop	T-7:00	30
4-24-406*	Furniture Refinishing	W-7:00	20
8-01-472	Basic Speech	M-7:00	20
8-07-401*	Slimnastics	T-7:00	20
8-07-402*	Men's Physical Education	M-7:00	20
8-07-402*	Men's Physical Education	W-7:00	20
700 Series	High School Credit Program**	See Independence Schedule	

*See Fee Schedule, Page 2
**Contact your local high school principal for complete information.

GALE-ETTRICK-TREMPEALEAU

Evening School Supervisor: Donald Hendrickson
Registration: Monday thru Friday, January 13-17, 1975
10:00 a.m. to 6:00 p.m., by telephone. (608)582-2027

Classes start the week of January 20, 1975.

COURSE NO.	COURSE TITLE	CLASS MEETS	TOTAL HOURS
1-06-431	Beginning Typing	T-Th-7:30	40
2-03-400	Basic Photography	T-7:00	30
3-01-400	Beginning Clothing	W-7:30	20
3-01-427	Clothing Care & Repair For Men	M-7:30	20
3-04-405	So You Plan To Build A House	Th-7:30	20
3-04-460*	Home Mechanics	M-7:30	30
3-06-401*	Ceramics	M-7:30	20
3-06-440*	Needlecraft	T-7:30	20
4-09-439*	Cabinet Making	Th-7:00	30
4-20-430	Metrication	W-7:30	20
4-24-407*	Chair Caning	T-7:30	12
4-40-410*	Upholstery	W-7:00	30
8-07-402*	Men's Phy. Ed. (Trempealeau)	M-7:30	20
8-15-403*	Beginning Painting	W-7:00	30
8-91-400*	Square Dancing (Ettrick)	T-7:30	20

HOLMEN

Evening School Supervisor: Robert Hoffman
Registration: Monday thru Friday, January 13-17, 1975
8:30 a.m. to 3:30 p.m., by telephone. (608)526-3372

Classes start the week of January 20, 1975.

COURSE NO.	COURSE TITLE	CLASS MEETS	TOTAL HOURS
0-91-460*	Beekeeping in Wisconsin	M-7:30	20
1-01-402	Basic Bookkeeping	W-7:30	20
1-01-424	Personal Income Tax	W-7:30	12
3-01-412*	Macrame	W-7:30	20
3-01-465	Knit & Stretch Fabrics	T-7:30	20
3-04-415	Interior Decorating	T-7:30	20
3-06-430*	Rosemaling	M-7:30	20

Continued on next page

*See Fee Schedule, Page 2

HOLMEN, Cont.

3-06-440*	Needlecraft	M-7:30	20
4-04-415	Snowmobile Maintenance	T-7:30	20
4-09-402*	Woodworking	W-7:00	30
4-12-420	Small Engine Repair	T-7:00	30
4-20-430	The Metric System	M-7:30	20
8-02-475	Norwegian	M-7:30	20
8-91-415*	Guitar	T-7:30	20

INDEPENDENCE

Evening School Supervisor: John Lucente
Registration: Monday thru Friday, January 13-17, 1975
8:00 a.m. to 4:00 p.m., by telephone. (715)985-3172

Classes start the week of January 20, 1975.

COURSE NO.	COURSE TITLE	CLASS MEETS	TOTAL HOURS
3-01-421	General Clothing	W-7:30	20
3-06-440*	Needlecraft	Th-7:30	20
4-09-402*	Woodworking	W-7:00	30
4-42-400	Arc Welding	T-7:30	20
8-07-402*	Men's Physical Education	T-7:30	20
8-15-405*	Oil Painting	W-7:00	30
High School Credit Program**		M-W-7:30	—

TAYLOR

Evening School Supervisor: Larry Fitzmaurice
Registration: Monday thru Friday, January 13-17, 1975
8:00 a.m. to 4:00 p.m., by telephone. (715)662-2311 or (715)662-2293.

Classes start the week of January 20, 1975.

COURSE NO.	COURSE TITLE	CLASS MEETS	TOTAL HOURS
0-93-435	Horticulture	Th-7:30	20
3-01-412*	Macrame	W-7:30	20
3-06-401*	Ceramics	Th-7:30	20
3-06-440*	Needlecraft	T-7:30	20

*See Fee Schedule, Page 2

**Contact your local high school principal for complete information.

FEE SCHEDULE

Asterisked Classes
15 or more students - $2.00 + $3.00 registration fee
11 - 14 students - $4.00 + $3.00 registration fee
All Classes
7 - 10 students - $7.00 + $3.00 registration fee

ARCADIA
Evening School Supervisor: Richard Kamla
Registration: Monday thru Friday, January 13-17, 1975
1:00 to 8:00 p.m., by telephone. (608)323-3059
In School Registration: January 13-17, 3:30 to 4:30 p.m. Room 207. Tuesday evening, January 14, 7:30 to 9:00 p.m. in High School Lobby.
Classes start the week of January 20, 1975.

COURSE NO.	COURSE TITLE	CLASS MEETS	TOTAL HOURS
1-02-461	What To Do Before The Lawyer Arrives	T-7:30	20
3-01-412*	Macrame & Decoupage	M-7:30	20
3-01-465	Knit & Stretch Fabrics	M-7:30	20
3-06-401*	Ceramics	T-7:30	20
	Pre-Natal Care	M-7:30	20
8-02-412	German (Intermediate)	M-7:30	20
8-05-401*	Community Sing	T-7:30	20
8-07-402*	Men's Physical Education	W-7:30	20
8-12-401	Driver Ed. (Theory)	M-7:30	20
8-12-410	Driver Ed. (Driving)	--	8
8-91-400*	Square Dancing	M-8:30	20
8-91-401*	Bridge (Beginning)	T-7:30	20
700 Series	High School Credit Program**	See Independence Schedule	

NORTHWEST CENTER (Arcadia) 608/323-7400

8-13-400	Adult Basic Education	T-W-7:00	Cont.

This class is to prepare individuals, if they are not a high school graduate, for taking a test to receive the Wisconsin High School Equivalency Certificate. (No Cost)

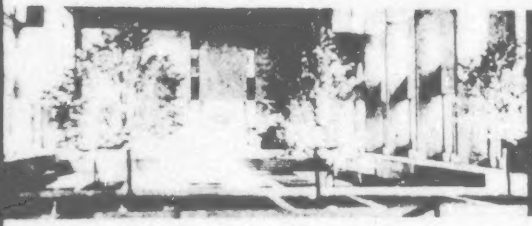
*See Fee Schedule, Above.

**Contact your local high school principal for complete information.

APPENDIX I

NITELIFE AND *EVENING EXPRESS* -- EXAMPLES

8 Pages



Wisconsin
WW
Technical
Institute

NITELIFE

THE OFFICIAL PUBLICATION OF W.W.T.I. ADULT EVENING SCHOOL

No. 3
Volume 1

November 1974

TENTATIVE LIST OF SPRING CLASSES IN LAST PAGE OF THE EDITION!!!

CONTINUING EDUCATION

THE NEVER ENDING PROCESS

The adult population of the District is just beginning to use the resources of Western Wisconsin Technical Institute. However, the potential source of services to students offered by the institution has not been utilized by the many who may profit from the experience. Programs are offered to meet the needs of all individuals in the community. The needs of all can be met through one of the following programs offered during the day or evening. Programs are designed to:

1. Obtain high school credit for diploma (evening school only)
2. Post high school technical programs (full-time day or evening or part-time day or evening)
3. Post high school vocational programs (full-time day or part-time evening)
4. Retraining and upgrading skill training (day or evening)
5. Apprenticeship training (day or evening)
6. Adult education - extension and general (day or evening)

Programs, institutes, clinics, workshops, seminars and short-term classes can also be arranged to fit the needs of individuals.

The Learning Resource Center offers adult basic education programs for adults who need to improve their basic learning skills and may work where needed toward writing the GED test for high school equivalency.

The target groups for these types of training include nearly everyone over the age of sixteen, adults, recent high school graduates, veterans, the retired, housewives, people who need to upgrade their skills to get back into the labor market, students who wish to take diversified classes, handicapped and those who wish to go to school for their own cultural, social or artistic enhancement.

To all who read this -- this is your school, and students are the product of the school. The school is sold on its product -- you. Sell your school, invite your friends to enroll and enjoy a profitable learning experience.

Associate Degree Registration Dates:

Spring Quarter -- February 25, 1975

Adult Evening School Registration Dates:

Spring Semester -- Monday, January 13, 1975 and Tuesday, January 14, 1975

COME -- BRING A FRIEND!!!

****

METRIC SYSTEM

I hate to think of buying new tools but as you know, the metric system will be with us eventually. Here's a primer to help you memorize it:

-It hit me like 907 kilograms of bricks.
-A miss is as good as 1.609 kilometers.
-Peter Piper picked 8.81 liters of pickled peppers.
-Beat him within 2.54 centimeters of his life.
-Give a man 2.54 centimeters and he takes 1.609 kilometers.
-Remember to take adversity with a decigram of salt.
-Go to McDonald's for a .1125 kilogrammer.

(from the Fargo VAC Scene)

SAMPLES OF WORK FROM
CREATIVE WRITING CLASS
TOM GSCHWIND, INSTRUCTOR

THE BATTLE

Fall came, very stealthily at first, staging only slight scrimmages with summer. A very tacit general, scheming and mapping the final battle with precise strategy. He sent his forces into the night, slipping silently into gardens and flower beds, while summer innocently slumbered. Trees shivered as the blood in their limbs thickened. Summer, realizing her reign nearly done, cried down upon the flowers and trees in her domain, who clutched at her retreating warmth. But, even her tears had lost their tepidness and nourishment. That which was once comforting and tender had become icy cold and unmerciful. Wind smothered the serenity of a breeze and unleashed a fury, matched only by winter. The hillsides, once placid and green, were now livid with colors of fire. Bare trees etched against the sky, almost beautiful in their austerity. The sky shimmered and glowed with a new blueness, crisp, clean. Marshmallow clouds drifted aimlessly, as intangible as the gown of an angel. The leaves, danced fitfully held in the possession of a whirlpool of oblivious air. The lake swallowed her diamonds, and now looked forboding and dark. Only a few slivers of sunlight penetrated the gray mask. The beach, seemed consumed in a lonely silence. The kiss of her lover, now cool and indifferent as each wave ebbed further away. Fall defiantly slapped the face of summer and the now lesser commander bowed in admirable defeat.

By Gerri Johnson

COULEE COLORS

Ebony wings silhouetted against a new morning sky. Climbing skyward, then swooping to the maize colored fields, the early morning harvesters awaken you. With raucous calls breaking the dawn's silence, blackbirds, en masse, challenge the slumbering.

Sleek colts cavort across lush pastures of velvet green, spindle-legs kicking high. Startled chipmunks gathering their morning's feast dart to safety beneath towering sentry-like oaks.

Stop and feel the newness of each day. Coulee mornings are fresh and clear like a spring-fed creek. Fields of golden wheat rippling like waves across a sea of earth. Lazy daffodils unfolding in the strength of sunlight. Petals reflecting its warming caress like a baby's sleepy smile. Feather-soft butterflies skitter above dew glistened blades of grass sparkling like a Tiffany's window.

And on high, soaring over all, the majestic hawk surveys his self-proclaimed kingdom with a vigilant eye. Keen to every scurrying mouse or bounding rabbit, he circles effortlessly, then plummets to his quarry.

Cotton ball clouds of white playing tag with the climbing sun cast fleeting shadows upon the awakening hillsides. Like a kaleidoscope, rays of sun filter through harlequin tree tops to olive and brown tinted foliage, teasing mushrooms and gracefull ferns nestled upon the forest bed.

A Collie's wet, loving greeting renews a trust with the gnarled, sunbronzed hand reaching affectionately out to her. Yelping and dancing in his path, they begin their day's labor of love. Partners with nature, man bowing his weathered brow, gives thanks to the cook, quenching showers and gentle cajoling sunlight garnishing the bluffs and fields into rainbows of life.

By Jo Anne Tischer

Z.P.G.

It seems to me, that long ago-
When all the ones who ought to know
Decided it would be just great
For all good folks to propagate
When poeple who had families small
Were just not well thought of at all
When those with daughters - many sons
Were really quite the lucky ones-
That someone fearing lack of space
Could dictate to the human race
And tell us all of his creation.
Danger! Over-Population!!
Here is a thought - for what
It's worth-
That those who seek to limit birth
Of all the hazards they do warn,
But then -- they've already
Been born!

By Doris Miller

GENERATION GAP

Old folks should never be parents-
Especially the second time round
It's too late in life
To cope with the strife- of the
Teen-agers rock and roll sound
With sons and daughters - girl
Friends and boys
There's always one over-
Abundance of noise!
Grow up with your children,
We always were told-
What happens when only the
Parents get old?
No matter - It's too late to
Turn back the clock
They're out for awhile, I
Can listen to Bach...
By Doris Miller

KAKAZU HILL

Joy, therapy, and relaxation make up my view over the East China Sea. Down the side of Kakazu Hill are the white concrete, flat roofed houses. The front yard of one ends in a steep block wall, forming the back yard of the small, square house below. The houses and terraces wind down and surround certain small gullies too steep or rocky to build on. Deep, thick green covers these jungled nooks.

On down is the strip of flat edging the island. Highway One--a paved, moving band of Toyotas, rattling old busses, skoshi cabs, trucks dangerously stacked with sugar cane, and more and more toyotas. Here the air is moved by thundering machines spinning out the oil-grease odored grime that used to be fine, white coral dust.

The highway grips the coastline and prevents a proper meeting of land and sea. To merge with the sea, the land advances gently under water, making the foundations of a thriving reef. Highway and reef extend in a long, slow curve that eases north and then west into the ocean.

As the reef slopes away, it cups the water, a foamy green-like white-flecked jade. Jade blues gradually to navy, spattered with reflected sunlight. Navy diffuses to paler blue. Somewhere there the transition is made from water to sky. The sky sweeps up and backs Kakazu Hill.

At night is blackness. Black ocean. Black sky. Strings of lights like cut crystal curve out to divide the darkness. At night the wind sounds take control. The air moves to cool the hills and make the banana trees whisper and carry the sweetness of the Hibiscus hedges.
By Judy Borshoff

ZODIAC

What's your sun sign-
Don't you know?
Could it be Aries or
Scorpio?
Aquarius maybe or
Capricorn?
We carry the traits of
The month we were born
Taurus anyone--Leo
Or Cancer
Give me the month - I'll
Give you the answer!
Virgo - Pices,
Sagittarius too
The sum of your sun sign
Is really you...
By Doris Miller

REFLECTION

Mirror, mirror on the wall--
Are you fat or thin or tall?
What's reflected in the space--
Given back to every face
Each one tells a different story
Some are wise - or sad - or sorry -
All see what they wish were true
Everyone is fooled but you!
By Doris Miller

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COURSES TO LOOK FOR IN JANUARY

Business Division:

"ABC Personal Use Shorthand" -- this course is designed for the individual who wishes to have a shorthand skill for personal use such as note-taking at meetings, note-taking in classes, telephone messages or perhaps even as a basis for a job skill.

"Data Processing for the Layman" -- the student will be introduced to a brief history of data processing, how the computer is used i business and how the computer is directed to solve a problem.

"Personal Finance" -- a course designed to help individuals manage their personal financial resources to best meet their objectives. Borrowing money, using credit cards, investing savings, paying taxes, buying houses purchasing life insurance, and other basic information needed for effective personal financial management are covered.

cont. on p. 5.

TENTATIVE LIST OF ADULT EVENING COURSES FOR SPRING TERM

Registration Monday and Tuesday, January 13 and 14, 1975
Classes begin week of January 20, 1975

Course	Evening
Division: Agriculture	
Horticulture	M
Becoming Established as a Farmer	M
Farm Management	W
Farm Machinery Maintenance & Operation	T
Beginning Gardening	T
Advanced Gardening	W
Landscaping	TH
Division: Business Education	
Basic Bookkeeping & Accounting I	TH
Basic Bookkeeping & Accounting II	T
Basic Bookkeeping & Accounting II	TH
Advanced Bookkeeping & Accounting II	W
Income Tax	TH
Small Business Management II	W
Real Estate Law	W
Calculating & Bookkeeping Machines	TH
Sales Seminar	T
Happy Host (Bartending)	T-TH
Stocks & Bonds II	M
Beginning Typing	AVT
Intermediate or Refresher Typing	AVT
Advanced or Executive Typing	AVT
Shorthand Review	M
Key Punch I	OPEN LAB
Data Processing for Layman	TH
Program Language I PL/1	T-W
Beginning Shorthand (2nd sem.)	T-TH
Applied Management Principles	T
Personal Finance	M
Division: Home Economics	
Sewing for Beginners	TH
Sewing for Beginners	M
Children's Clothing	M
Casual Clothes	T
Advanced Dressmaking	W
General Clothing	W
Tailoring	W
Sewing with Knits	T
Creative Textiles-Macrame	TH
Gourmet Tips-Continental Cookery	W
Cake Decorating I	M
Cake Decorating II	TH
Interior Decorating	M
Advanced Interior Decorating	W
Buying & Selling Antiques	TH
Drapery Construction & Selection	TH
Needlecraft	T
Needlecraft	W
Knitting I	M
Division: Industrial	
Printing Workshop	T
Offset Press Operation	W
Commercial Refrigeration	M
Basic Electricity for Refrigeration & Air Conditioning	T
Gas & Oil Burner Service	TH
Auto Air Conditioning	TO BE IN MARCH
Auto Body Maintenance	TH
Auto Mechanics	M
Auto Mechanics	W
Powder Puff Mechanics	T
Powder Puff Mechanics, Compact	T
Cabinet Construction	T
Cabinet Construction	W
Small Engine Repair	W
Color TV Servicing	W
Electric Motors	T
Machine Shop	M
Machine Shop	W
Gas Welding	T
Gas Welding	TH
Arc Welding	T
Arc Welding	W
Division: General Education	
Creative Writing	TH
Creative Writing	T
French - Introduction	W
French - Intermediate	TH
German - Introduction	M
German - Intermediate	TH
Arabic - Introduction	W
Spanish - Introduction	T
Spanish - Intermediate	TH
Norwegian - Introduction	M
Norwegian - Intermediate	W
Nature Study I	TH
Psychology of Adjustment	T
Psychology of Group Relations	TH
Basic Drawing	W
Beginning Painting	M
Beginning Painting	T
Intermediate Painting	TH
Social Dance I	M
Social Dance II	TH
Fundamentals of Guitar	T

Course	Evening
Fundamentals of Guitar	W
Self Defense for Women	T
Career Guidance for Parents	M
Career Planning for Women	T
Calculating Devices	TH
Introduction to Metrics	W
Slimnastics	W

Check La Crosse Tribune January ads for final course offerings, or call W.W.T.I. extension 119 for a brochure.

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COURSES TO LOOK FOR IN JANUARY

(continued from page 3)

Home Economics Division:

Consumer issues have been and will continue to be influenced by a number of social and economic trends. Several economic trends--the high cost of home furnishings, food, and clothing--are affecting all of us.

Clothing courses in our adult education area not only provide construction information but information on purchasing and selecting fabrics and notions. Perhaps our faculty can assist you in learning to sew or how to sew with knits and to tailor ladies' and/or men's garments. A new course in selecting and constructing children's clothing will be offered in January.

Foods courses will help students purchase and select nutritious foods. The continental cookery course will also show you how to prepare these foods. Beginners can learn how to decorate cakes, and if students wish to learn more advanced techniques, the cake decorating II class is for you.

Should people be interested in redecorating their homes we are offering an interior decorating course in January for beginners. The advanced interior decorating course is for those with some previous experience. Should you wish to learn about antiques, the class on purchasing and selecting antiques may interest you. Knitting and needlecraft courses will also be offered to those with creative interests.

Courses in the home economics division may appeal to you. Many of these do-it-yourself classes may save you money too.

General Education Division:

"Career Planning for Women" -- a course designed to present an overview of information on career planning for women planning to enter, return or relocate in the world of work. It will be action-centered toward a personal plan of career development.

"Career Guidance for Parents" -- this course will give the parents of high school students a wide range of material to help them help their children make more objective career choices. Resource people from business, industry, government and educational institutions will cover career information, testing, decision-making process, financial aides, training programs, and plans for career development.

"Calculating Devices" -- a short course in types of modern calculating devices, proper operation and effective use.

'Introduction to Metrics" -- a short course designed to deal with the basis of the metric system and its application and change from our present methods of measurement.

Industrial Division:

"Colored T.V. Servicing (Signal Substitution)" -- this course is designed around the B and K analyst. By use of signal substitution the class will cover stage by stage troubleshooting procedures of standard colored T.V. chassis.

"Electric Motors" -- this course will cover the basic theory of electric motors, types of electric motors, common motor switching circuits and wiring systems for typical electric motor hook-up.

"Powder Puff Mechanics" -- a course intended for owners, drivers, and others who may desire a good working knowledge of the motor car. The work is planned on the assumption that the student knows little, if anything, about the car. The entire chasis is covered in a systematic and orderly way, with special attention given to repairs and adjustments.

"Printing Workshop" -- printing workshop for those desiring to learn basic all-around printing plant procedures from operation of simple platen presses to offset duplicators. In addition to basic instruction in fundamentals and safety, students may produce personal projects, and advance to linotype composition, process camera and mechanical artwork.

THE EVENING EXPRESS
W.W. R.R.

NO. 1
VOLUME 1
"SERVING THE NEEDS OF THE PEOPLE IN WESTERN WISCONSIN"
JANUARY 1975
THE OFFICIAL PUBLICATION OF W.W.T.I. AREA ADULT EVENING SCHOOLS

Western Wisconsin Technical Institute Northeast Center, Box 253, Sparta, Wisconsin

FROM YOUR DISTRICT DIRECTOR

Encouraging things are happening in the "night life" at Western Wisconsin Technical Institute and throughout our District. I say encouraging because we are now providing, through our Career and Continuing Education Centers, the same type of education in our evening programs that we provide in the full-time day programs. Approximately 500 adult vocational and personal interest courses are now offered in our evening program, as well as a full schedule of Associate Degree courses. It is gratifying to know that we served more than one of every ten residents in our District last year and hope to serve even more this year.

Our image as the "people's school" where every instructor, counselor and supervisor has empathy for students, shall be maintained along with the quality of our instruction. We are here to serve students, and I believe this is what we must continue to do if we are to be successful in fulfilling our mission at Western Wisconsin Technical Institute. It is only through cooperative effort and dedication that we can succeed in providing educational programs and services for all of our District residents.

Charles G. Richardson

District Director

Western Wisconsin Technical Institute

EVENING SCHOOL CLASSES

Western Wisconsin Technical Institute offers two types of evening classes in the Northeast Area each semester:

ASSOCIATE DEGREE courses are offered each of the two terms during the year primarily for those who desire to work toward an associate degree but cannot attend classes during the day. Students receive grades and credit which are kept on permanent record. One need not be working toward a specific degree to enroll in an associate degree course.

VOCATIONAL and AVOCATIONAL courses are offered each fall and spring term, beginning in September and January respectively, and offer a wide range of learning options, do not carry credit or grade and are not accumulative toward a degree. Students who com-the adult evening programs will receive a certificate of attendance for their personal records.

* *

"Every person must have a concern for self, and feel a responsibility to discover his mission in life. God has given each normal person a capacity to achieve some end. True, some are endowed with more talent than others, but God has left none of us talentless. Potential powers of creativity are within us, and we have the duty to work, . . . to discover these powers."

Martin Luther King

CAREER EDUCATION CENTERS

Western Wisconsin Technical Institute has put on seven league boots and is striding forth into the ten counties which are the Western Wisconsin Vocational, Technical and Adult Education District. Five new Career and Continuing Adult Education Resource Centers are established at Arcadia, Sparta, Mauston, Viroqua and La Crosse, Wisconsin, to give district residents a place near their home, a place where they can obtain information about education - - education that will upgrade their present knowledge and skill or retrain them for a different or new occupation. Each center has an extensive media library which gives visual and written pictures of many of the 30,000 cataloged occupations; each center has a coordinating chairman and a secretary whose basic objectives are to insure that all peoples have continuing opportunities to learn; each center schedules and holds classes when necessary. Each coordinating chairman controls from one to eight evening schools which are located throughout the district at twenty-seven of the high schools. Classes are held evenings, Monday through Thursday, for ten weeks, twice a year, fall and spring period. Each course is carefully tailored to meet the vocational and avocational needs and desires of an area's citizenry. Do you need or want a course? If you do, please inform a coordinating chairman; Western Wisconsin Technical Institute will try to arrange it for you at one of the twenty-seven evening school locations or at one of the centers any time.

J. Robert Pendleton
Administrator of Community Services
Western Wisconsin Technical Institute

* *

DID YOU KNOW . . . . . . ?

MEN'S AGE AND EARNINGS

Census Bureau figures, based on male earnings, show at the age at which men achieve their highest incomes varies by educational background.

Male high school and college grads average their highest incomes in the 45-54 bracket. Men with an elementary school education average their highest incomes between 35-44.

Hit The Road To Success

GET YOUR HIGH SCHOOL EQUIVALENCY!

EARN YOUR HIGH SCHOOL EQUIVALENCY

Adult Basic Education classes are offered in a number of area schools to meet the need for basic general education on the adult level. The student begins at a level suitable to his ability and receives instruction in English, mathematics, social studies and science to help him acquire knowledge to pass a high school equivalency exam. The length of time necessary varies with each student's educational background, motivations and ability. This instruction is COST FREE.

General Educational Development (G.E.D.) Tests are given monthly at Western Wisconsin Technical Institute in La Crosse and twice yearly at the Northeast Center in Sparta. One need not be enrolled in Adult Basic Education classes to take the G.E.D. Tests. Successful completion of these tests officially establishes an individual's records as having achieved high school equivalency. There is a $10 fee for the G.E.D. Test.

Classes are offered in the Northeast Area at the following locations:

Black River Falls High School (M eve)
Black River Falls Mission
Sparta Senior High School (T & Th eve)
Northeast Center, Sparta (M, W, F, morn)
Tomah Junior High School (T & W eve)

For more information contact the Northeast Center, phone 269-3700.

Available To Anyone Over 18 Years Old
NO COST!

NORTHEAST CENTER - SPARTA
Building E, Wis. Child Center
Montgomery and Rusk Avenue
Sparta, Wisconsin

THE OCCUPATIONAL HANDBOOK

If you have kids growing up, or have occasion to advise kids; or if you're a student and you're not sure what you'd like to do for a living someday; or even if you're a working adult who isn't particularly wild about his work . . . there is a book published by the U.S. Department of Labor, Bureau of Labor Statistics, called the "Occupational Outlook Handbook". Even if you don't live in the United States, this is an extremely valuable book to own.

It costs only $6.25 . . . that's what I paid for my last copy. And it lists and discusses more than 700 different occupations. There are several hundred in there that a young person might never have thought of . . . many he or she may not even know about.

Going through the book gives a person an overview of the entire working world - business administration and related professions, accounting, advertising, marketing research, personnel, public relations, the clergy, conservation, forestry, counseling, engineering. I'm just glancing at a few alphabetically. It also goes into the performing arts, acting, dancing, music, singing, commercial art, interior design . . . all of the health services, physicians, veterinarians, speech therapists. It goes into glazing and meat cutting, taxi driving and aviation . . . even stewardess training. Government work of all kinds . . . marble setting . . the Natural Sciences . . . geology, geophysics, meteorology, oceanography. The life sciences such as biochemistry, the physical sciences, chemistry, physics, astronomy. Railroading and aircraft work . . . how to be a mail carrier or a postal clerk . . . a bellman, or a housekeeper . . . even how to be a housekeeper's assistant. How about air traffic control or banking? That's a good business.

With this book, a youngster can look his mother straight in the eye and say, "Look, Mom, I don't want to be a doctor . . . I want to be a glazier," or "I've got my heart set on petroleum refining," or "Mom, I've made up my mind to be a bowling-pin-machine mechanic, and if I can't make the grade there . . . I'm going to become a millwright or an urban planner."

So often kids pick one of the big five or six popular careers in college . . . or stop looking after high school, without the foggiest notion of the world of interesting career opportunities there are available.

How about the apparel industry . . . photoengraving . . . instrument repairing . . soil science . . . air conditioning . . . or over-the-road truck driving? They just go on and on . . . more than 700 opportunities . . one or more of which is bound to strike a nerve with everybody.

If you want a copy of this book, write to the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402. Say you want the "Occupational Outlook Handbook". The price is $6.25 . . . or, if it's more now, they'll let you know. They're nice people to deal with. You'll enjoy poking around in the book for days. And who knows . . . maybe you'll decide on a whole new life, a brand new career with all the trimmings.

Reprinted from: The Earl Nightingale Program
"Our Changing World"

* *

WRITE FOR THE EVENING EXPRESS

The Evening Express is the official publication of the Northeast Area's adult evening school. There will be two more publications this term. Included in the third edition will be a tentative listing of the class schedule for the 1975 fall term. The Evening Express will be distributed to your classes, and additional copies will be available at the Northeast Center in Sparta.

It is hoped that evening school students and instructors will contribute materials for publication. Articles may cover any topics of your interest but should be limited to approximately 150 words. Material should be submitted to the Northeast Center by February 24, 1975, for the second edition and by March 14, 1975, for the third edition. Hopefully a number of you will participate and help to make The Evening Express an interesting and informative paper.

If you have any questions concerning articles, please contact the Northeast Center.

* *

APPENDIX J

ADULT BASIC EDUCATION PUBLICITY -- EXAMPLES

1 Page

Expands Adult Education In Mauston Area

The Western Wisconsin Vocational, Technical and Adult Education District has expanded its Adult Basic Education classes in the area served by the East Center. The East Center, located in Mauston, serves Elroy-Kendall-Wilton, Hillsboro, Mauston, Necedah, New Lisbon and Norwalk-Ontario.

Classes will be meeting eight hours daily, five days a week throughout the summer at the Career and Continuing Education Center in Mauston.

The ABE Program starts Monday, June 2, and continues for thirteen weeks. Students may attend as many hours per week as they wish.

The Adult Basic Education Program meets the needs for basic general education of adults. Any adult with a basic general education problem may enroll in the ABE Program without cost.

The program assists individuals to progress at their own pace and may lead to preparation for high school equivalency testing, entry into more advanced courses in vocational or technical programs at Western Wisconsin Technical Institute, advancement in an existing job or development of the minimum skills required to apply for and obtain a new job, or merely for personal satisfaction and self-improvement.

Any adult interested in enrolling in the ABE Program may register completely free of charge at the Western Wisconsin Technical Institute Regional Career and Continuing Education Center located in Mauston. An ABE class can be started at any location in the district where six or more adults express an interest in attending.

Information may be obtained from Dale Steffen, Regional Chairman, East Center, Otis Larson Building on East State Street, Mauston.

APPENDIX K

G.E.D. SCHEDULE AND PUBLICITY

2 Pages

G.E.D. TEST SCHEDULE

The G.E.D. Test will be given three times a year at each of the area centers and twelve times a year at La Crosse.

The schedule will be as follows:

La Crosse	Arcadia Center	Mauston Center	Sparta Center	Viroqua Center
First Tuesday & Wednesday of every month	February June October	April August December	March July November	January May September

The test will be given on the third Tuesday and Wednesday of the indicated months for each center.

The cost of the G.E.D. has been established at $10.00 per person.

The minimum age is nineteen (19) and the applicant's high school class must have graduated.

Each applicant is required to file an official application form which can be obtained from the G.E.D. test center.

The completed form should be presented to the testing center along with proof of age and of residence.

Appendix K

GED Test Scheduled At Mauston

Western Wisconsin Vocational, Technical and Adult Education District has expanded its General Education Development (GED) testing program to four centers within the district. Open to any Wisconsin resident, the test will be given once a month at Western Wisconsin Technical Institute in La Crosse and at each of the area centers three times a year on a regularly scheduled basis.

The GED test will be given at the Career and Continuing Education Center in Mauston on April 15 and 16. The Center is located on East State Street.

Persons, wishing to complete the test must apply to the Coordinating Chairman of the East Center, Dale Steffen, 10 days prior to testing. A fee of $10 is paid at the time of the test.

Purpose of the GED test is to provide a valid means of measuring the educational achievements of adults who did not graduate from high school and to compare their competence with that of high school graduates.

The test is of current high school level and is comprised of five comprehensive parts: English, social studies, natural science, literature and mathematics.

It is important for those taking the GED test to know that each of the five parts are based on the latest national norms for current high school achievement level.

For some individuals it may be advisable to undertake the Adult Basic Education refresher courses offered at Western Wisconsin Technical Institute, or at other centers throughout the area, before taking the GED test.

High school equivalence certificates issued on the basis of satisfactory GED test scores by the Department of Public Education or area high schools are official documents for meeting high school graduation requirements.

For further information on test application, counseling, or study for preparation to take the GED test, contact the Co-ordinating Chairman of the East Center.

APPENDIX L

HIGH SCHOOL COMPLETION -- MINUTES AND FLIER

2 Pages

WESTERN WISCONSIN TECHNICAL INSTITUTE

ADULT HIGH SCHOOL AD HOC COMMITTEE MEETING

MINUTES

DATE: May 7, 1975

TIME: 10:00 a.m.

PLACE: Arcadia Career Center

PRESENT: John Koetting, Arcadia
John Teslaw, Blair
John Monson, Whitehall
Jim Davis, Taylor
Kenneth Geary, Independence
Sid Otterson, Whitehall
Robert Pendleton, W.W.T.I.
Richard Ammerman, W.W.T.I.

The record keeping for grades and credits is working fine. The records for individuals have been submitted to the various schools and have been added to the permanent records. There were three people who completed the required number of credits and have received, or will receive, their diploma.

It was decided that for the 1975-76 school year the High School Completion Program would be moved to the Whitehall School System. It was indicated that Duane Halverson would supervise the program. Ken Geary indicated that he would transfer the records to John Monson. Richard Ammerman will notify the present enrollees of the change of location.

Tuition for vocational education was discussed. Tuition for the High School Completion Program would be the same as for other part-time programs.

The committee was reminded that the G.E.D. Test would be given on June 17 and 18 at Arcadia. Mr. Geary indicated that it would be nice to know what individuals passed the test. Mr. Ammerman stated that he would submit a list of names to the high school principals.

The committee was informed of the two new full-time programs at W.W.T.I. (Finance and Industrial Hygiene Technician)

Brochures were distributed on the Career Education Workshop at Sparta, and on the Career Planning Workshop for high school juniors and seniors.

Meeting adjourned at 12:15 p.m.

Respectfully submitted,

Richard Ammerman

Richard Ammerman

RA/ms

Appendix L

LOGAN HIGH SCHOOL

AVON AND SILL STREETS

HIGH SCHOOL DIPLOMA REQUIREMENTS:

Science--2 credits; Math--2 credits;
English--3 credits; Social Studies--3 credits.
Four year total requires 16 credits.

REGISTRATION: Monday, September 23, 6:30 to 9 p.m. at Logan High School
CLASSES CONVENE: September 24, 1974

Various high school credit courses are offered for those adults who have not completed high school and wish to continue work for a regular high school diploma by attending adult evening classes. These courses also offer an excellent opportunity for refresher programs for high school students wishing to review certain subject areas.

Classes are held each Tuesday and Thursday from 7:30 to 9:30 p.m. at Logan Senior High School in La Crosse in conjunction with the Western Wisconsin Technical Institute Adult Education Program. Students wishing to enroll should have transcripts of previous high school work to permit counselors to set up a program for the individual student's needs. Classes are informal and can best be described as personal tutoring sessions. All students progress at their own rate according to their ability and ambition.

Enrollment fee is $3.00 per subject, and a student must secure required textbooks after registration at Logan High School from the W.W.T.I. Bookstore in the basement of the Kumm Building at Sixth and Pine Streets.

COURSES AVAILABLE:

9th Grade	10th Grade	11th Grade	12th Grade
English	English	English	English
Math	Biology	Geometry	American Problems
Science	Algebra	Algebra II	Senior Math
Civics	World History	Bookkeeping	Physical Science
	Geography	Recordkeeping	
	Consumer Ed.	U.S. History	

Contact Joseph R. Thienes, Evening High School Credit Supervisor at Logan High School for complete information. Register at Logan Senior High School Office, Monday, September 23, 6:30 to 9 p.m. Classes convene Tuesday, September 24, 7:30 to 9:30 p.m. as assigned and continue for twelve weeks through December 12, 1974. New students may enroll on class nights after initial registration if necessary.

APPENDIX M

EVENING SCHOOL EDITORIALS AND ADVERTISEMENTS

5 Pages

Future Educational Needs In County Spotlighted

The following report was made last week to the Juneau County Board of Supervisors by Dale Steffen, regional chairman for Western Wisconsin Technical Institute concerning programs developed here recently:

"An attempt will be made to give you a very brief report of some of the selected programs in Juneau County as developed by W.W.T.I. with the hope that a further insight into future adult educational needs will result. As you know, two of your members (Mr. Wilber Alexander and Mr. Francis Pfaff) are members of the W.W.T.I. East Area Advisory Committee. This committee attempts to meet quarterly with the purpose of presenting suggestions for consideration of the VTAE Board of Education (Mr. Myron Bockhaus is a member of the W.W.T.I. Board of Education from Juneau County). Mr. Fred Field of the Wisconsin University Extension system is also a member, which indicates not only the concern but the cooperative efforts of our several organizations to meet the educational needs of the people in this area.

"A short time ago, your Educational Committee (Mr. Homer Clark, Mr. Floyd Clark, and Mr. Francis Pfaff) met with the East Area Regional Chairman (Dr. Dale Steffen) at the East Center of W.W.T.I. on East State Street, Mauston, Wisconsin. The afternoon was spent discussing problems of mutual concern and searching for solutions to them relative to high unemployment, particularly among unskilled workers, the impact of a further proposed tuition charge on students seeking avocational skills, preparing for jobs or upgrading skills, and the feasibility of an area center in times of economic hardships. Results from this meeting will undoubtedly be reported to you by this committee in the near future. However, it should be recorded at this time that members of this educational committee display the past tradition of the Juneau County Board of Supervisors in being actively interested in the development of quality adult education for the entire area. You may be interested in knowing that in our East Area of W.W.T.I. alone the adult evening school registration for the school year 1973-1974 consisted in a total of 1,813 students. The first semester of the present school term had 993 registrants and every indication points to this number being surpassed this semester despite general increased hardships.

"A Spanish instructor the other day cited an example of the earnest desire of one of his students to seek education. Snowbound the night the class was organized in January, this 73 year old Necedah area man shoveled his way out the next morning and drove to the instructor at Kendall with his class fee to insure continuation of the class.

"Industrial plant personnel are also most interested in quality education. For example, an employee at a local plant asked me to emphasize in my report to you that the qualifications of vocational school teachers must include actual on-the-job experience. He believes that teachers with experience in the world of work can be more effective. He cited that better than 80% employment record of high school age persons taught by industrial trained teachers the past year was achieved.

"The East Area of W.W.T.I. has included a variety of programs including Associated Degree offerings. The following are examples:

Food Service Management I, 15 students.

Developmental Reading, 15 students.

Psych. of Human Relations, 15 students.

"An Oral Communications class with 12 students is presently being conducted. The Sheet Metal Fabricators course, with 24 apprentices actively enrolled, continue to meet two days (approximately from 7:00 a.m. to 3:30 p.m.) every other week. An Advanced First Aid class is being completed at the East Center to meet the prerequisite for the E.M.T. course planned for the near future. The 15 students of the Agridevelopment class hold their evening sessions at the Center, and on emergency occasions, the Nurse Assistant class and the Juneau County Adult Activity class have also met there.

"One of the strengths of our educational system is the variety of resource persons available for our people. For example, one consultant for W.W.T.I., himself handicapped, has been a most helpful person in our area. He comes to the center and works with handicapped referrals. When necessary, he uses Job Service, the Veteran Office, and the Counseling Center, as well as student services of W.W.T.I. to insure suitable opportunities for all handicapped persons.

"A former city fire chief, is another coordinator-instructor helping to administer Firemanship Courses, including classes in Mauston, Elroy, Necedah, and Lyndon Station this year. These courses are vital for all fire departments and more particularly in our communities, relying upon volunteer persons, which certainly complicates the upgrading of equipment usage with the constant turn-over of personnel.

"Other division personnel furnish us valuable help in area programs for hospitals seeking health services, schools and industry needing information and assistance regarding the OSHA, persons wanting a high school equivalency diploma, and municipalities needing ambulance trained personnel through First Aid and EMT classes.

"Through a federal project, we are able to furnish elementary and high school teachers and guidance directors with a variety of filmstrips, cassettes, films, and other materials. We are now completing the second year of this three year federal project, which originally enabled us to establish the present arrangement for the center with Mr. Otis Larson.

"It is hoped that this Board of Supervisors will consider favorably the advisability of maintaining suitable quarters to meet the educational needs for the area and that you will continue to lend your support to these efforts as you have so willingly done in the past."

YOU'RE NEVER TOO OLD TO LEARN!

Whether you are a busy housewife, farmer, factory worker, or a businessman or woman, you're never too old, or too smart, to learn something new in evening vocational school for adults at your local high school, sponsored by Western Wisconsin Technical Institute. An evening school course may be just the "break" you need from the everyday routine to help you learn something new in an occupational skill, a foreign language, or a leisure-time activity, to improve your position or brighten your outlook. Here's the schedule of evening courses to be offered.

Independence
News-Wave
1-16-75

INDEPENDENCE EVENING SCHOOL SCHEDULE

Course No.	Course Title	Class Meets	Total Hours
3-01-421	GENERAL CLOTHING	W-7:30	20
3-06-440	NEEDLECRAFT	Th-7:30	20
4-09-402	WOODWORKING	W-7:00	30
4-42-400	ARC WELDING	T-7:30	20
8-07-402	MEN'S PHYSICAL EDUCATION	T-7:30	20
8-1[illegible]-405	OIL PAINTING	W-7:00	30
HIGH SCHOOL CREDIT PROGRAM		M-W-7:30	

Evening School Supervisor: John Lucente. Registration: Monday thru Friday, January 13-17, 1975, 8:00 a. m. to 4:00 p. m., by telephone. (715) 985-3172. Classes start the week of January 20, 1975.

SPONSORED BY WESTERN WISCONSIN TECHNICAL INSTITUTE

COMPREHENSIVE CAREER CENTER FOR THE WESTERN WISCONSIN VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICT

“You're Never Too Old To Learn”

Register for Adult Vocational Evening School at the Arcadia Senior High School

ether you are a busy housewife, farmer, factory worker a businessman or woman, you're never too old, or too nart, to learn something new in evening vocational hool for adults at Arcadia High School sponsored by stern Wisconsin Technical Institute. An evening school urse may be just the "Break" you need from the every- y routine to help you learn something new in an occupa- nal skill, a foreign language, or a leisure-time activity, mprove your position or brighten your outlook. Here's e schedule of evening courses to be offered:

ARCADIA EVENING SCHOOL SCHEDULE

NO.	COURSE TITLE	HRS.	TIME	DAY
1-02-461	WHAT TO DO BEFORE THE LAWYER ARRIVES	20	7:30	TUESDAY
3-01-412	CREATIVE TEXTILES	20	7:30	MONDAY
3-01-465	MACRAME & DECOUPAGE	20	7:30	MONDAY
3-06-401	CERAMICS	20	7:30	TUESDAY
	PRE-NATAL CARE	20	7:30	MONDAY
8-05-401	COMMUNITY SING	20	7:30	TUESDAY
8-07-402	MEN'S PHYS. ED.	20	7:30	WEDNESDAY
8-12-401	DRIVER'S ED. (THEORY)	20	7:30	MONDAY
8-12-410	DRIVER'S ED. (BTW)	8 HRS. PER STUDENT		
8-21-400	SQUARE DANCING	20	8:30	MONDAY
8-91-401	BRIDGE (BEGINNING)	20	7:30	TUESDAY

ADDITIONAL INFORMATION IN FRONT PAGE STORY

VENING SCHOOL SUPERVISOR: RICHARD KAMLA

egistration will be held at the High School January 13th ru January 17th in Room 207 from 3:30 to 4:30 p.m. Also uesday evening, January 14th from 7:30 to 9:00 p.m. To egister by phone call (608) 323-3059 January 13th thru nuary 17th from 1:00 to 8:00 p.m.

SPONSORED BY:

WESTERN WISCONSIN TECHNICAL INSTITUTE

MPREHENSIVE CAREER CENTER FOR THE WESTERN WISCONSIN
VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICT

Arcadia News-Leader 1-9-75

Independence News-Wave

ENERGY AND NATURAL RESOURCES CONTEST 1-16

To make individuals more aware of the many different ways they may conserve energy and natural resources in their own daily lives, the Agribusiness Club of Western Wisconsin Technical Institute is sponsoring an Energy and Natural Resources contest open to all groups and organizations in the area. No individual entries will be accepted.

One of the primary purposes of the contest is to interest individuals in clubs and organizations in the Western Wisconsin Vocational, Technical and Adult Education District in actively conserving energy and natural resources.

A plaque will be awarded the organization with the best list of ideas for conserving energy an natural resources. Recognition will be made through the news media. The winning list and a complication of all suggestions will be sent to the President of the United States, in accordance with his call to action for people to compile and exchange energy and natural resources conserving ideas.

The contest is open to all clubs or groups in the Western Wisconsin V.T.A.E. District, such as F.FA., F.H.A., Boy Scouts, Girl Scouts, and 4-H, except the Agribusiness Club of WWTI. Entries must be submitted from a club or organization and not as individuals.

Entries must be postmarked no later than February 13, 1975 and addressed to the WWTI Agribusiness Club, Sixth and Vine Streets, La Crosse.

Any number of individuals in a submiting organization can participate in compiling the natural resource and energy conserving ideas. Examples include sharing rides to work, turning down thermostats, and not using automatic washers and dryers with less than a full load. Suggestions should be brief but specific. Final copy must be typewritten on 8-½" x11" paper and will become the property of the WWTI Agribusiness Club.

Judging will be done by a committee elected by the WWTI Agribusiness Club. Winners will be notified by no later than February 28, 1975.

I

higher education or educational information . .

Have you ever ventured to the second floor of the Arcadia City Hall? If you have read the sign over the outside door, you should know that W.W.T.I. has established a branch center in Arcadia. You need only climb 22 steps to acquire education and educational information. Opportunity is waiting to greet you.

The Northwest Center in Arcadia has a variety of materials on most careers, program offerings at W.W.T.I. and information on most of the other post-secondary schools. The Wisconsin Job Service (Wis. State Employment Service) is at the Northwest Center every Thursday to help you find work or to answer your questions on the C.E.T.A. Programs. Brochures, filmstrips, booklets and people with answers are waiting to serve you. The Northwest Center is also offering Adult Basic Education classes. The A.B.E. Program is open to adults of all ages and is designed to help them earn their high school equivalency diploma. During night classes (and on their own) students study Math, English, Science and Social Studies. Five students who were enrolled in this program have passed the G.E.D. test this year. Since passing the test, each student has received their equivalency certificate from the Wis. Dept. of Public Instruction. Although not the conventional process of four years of high school, the Adult Basic Education Program leads to the completion of studies equivalent to high school.

If you're curious about a particular occupation; if you have not completed high school; if you want to know more about post-high school education; if you are looking for work; why not climb those 22 steps and see if we can help. Arcadia-News Leader
3-13-75

western wisconsin technical institute

NORTHWEST CENTER
Arcadia, Wis.

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training program allowances upped

3-13-75
Arcadia News-Leader

Increased training allowances for veterans enrolled in apprenticeship or other on-the-job training programs will add $1.5 million this year to the allowances for Wisconsin veterans.

Presently, there are 4,000 veterans in the state engaged in certified apprenticeship and on-the-job training programs. The LaCrosse Apprenticeship District, consisting of the counties of Buffalo, Crawford, Jackson, Juneau, LaCrosse, Monroe, Richland, Trempealeau and Vernon have 260 veterans in registered apprenticeship and on-the-job training programs at this time. Almost all are married with at least one dependent. Based on this, the increased veterans benefits amount to $10,176,000 of spendable income statewide this year. This added monetary incentive is expected to make these types of training programs more attractive to veterans as well as business and industry.

The allowance increases coincide with the number of dependents and the time periods of training as was done under the previous system. For instance, a veteran with two dependents is allotted $232 a month in the first six months of training. This is a $36 a month increase over the previous allowance schedule. In the second six months of training, this veteran receives $184 a month which is a $28 a month increase. The allottment for each additional dependent in excess of two is now $9 monthly.

But in spite of these incentives and the fact that veterans are the most employable segment of the labor market because of this, many firms continue to avoid or not allow their training programs to be certified.

According to Charles T. Nye, administrator of the State Department of Industry, Labor and Human Relations, Division of Apprenticeship and Training, "The excuses for this by employers abound. We have found that these employers simply do not want to bother because the allowances don't go into their pockets."

Nye added, "These employers have already cost state veterans $10 to $15 million in additional spendable income by not allowing their training programs to be certified."

Veterans enrolled in apprenticeship or on-the-job training programs with questions about these allowances should contact their county veterans service office, local Job Service or Melvin Swanson, district representative, Division of Apprenticeship and Training, Sixth and Vine Streets, LaCrosse. The telephone number is (608) 782-6238, Extension 176.

The role of the Telephone and Telephone Company in Business was the main subject of a program held recently by North-West Telephone Company for business studies students of Royall High School, Elroy.

About 20 students, accompanied by faculty advisor Mrs. Marge Petrowitz, were hosted by Harold Alston, Central District Manager for North-West, and Mrs. JoAnn Schultz a Senior Service Representative, during their visit to Tomah.

The program was one that was recently developed by Mrs. Schultz to help business students gain a better understanding of good telephone usage, and the role it plays in successful business practice. During the informal classroom type presentation, Mrs. Schultz talked to the students on a variety of subjects, including telephone etiquette, what to say and how to say it, annoyance calls, direct dial and opeator handled calls and telephone company services available to businesses.

The Royall students were also taken on a tour of North-West facilities, including the business office, central office equipment room and the toll center.

Though this was the first time Mrs. Schultz had presented the program to a group of students, response was so enthusiastic that District M Alston indicated he would make it available to other schools in the North-Wes vice area.

VOCATIONAL NIGHT

MAY 6 AT ROYALL

A Vocational Night will be held at Royall High School on May 6 from 7 to 9:30 p.m.

Displays and demonstrations include:

Welding - Running a bead, brazing, MIG wire feed; Stenograph machine dictation; Film on "Traffic Safety"; Food bake-off between boys and girls; Dictation and transcription machines; Construction of knit garment; Pattern drafting; Housing; demonstrating paper tole;

Foundry work; Woodworking demonstrations; Practical electricity; Toys made by child development classes; Knitting, crewel, needlepoint work, etc.; Metal casting; Telephone Use; Architectural and Mechanical Drawing; Duplicating machines; Career film and displays; Style-show.

The night is planned for all interested parents and friends.

APPENDIX N

ADVISORY COMMITTEE

7 Pages

WESTERN WISCONSIN TECHNICAL INSTITUTE

NORTHWEST CENTER ADVISORY COMMITTEE

MINUTES

DATE: October 21, 1974

TIME: 6:30 p.m.

PLACE: Wason's Supper Club

PRESENT:	Roland Gullickson	ABSENT:	Arlie Everson
	O. J. Evenson		Eugene Killian
	Joseph Lien		Melvin Samplawski
	Frank Kazmierczak		Donald Haug
	Alyn Larson		
	Joseph Greshik		
	Donald Hendrickson		
	Robert Pendleton		
	Richard Ammerman		
	Frank Kloss		

The meeting was called to order at 6:30 p.m.

The minutes of the April 15 meeting were approved as distributed.

Mr. Ammerman reviewed the original functions of the Advisory Committee. It was felt by the group that the functions as stated are too comprehensive. A suggestion was made that Community Services develop a more basic list for discussion at the next meeting.

Adult evening class enrollments were compared for the past three first semesters. It appears that there is no rationale for enrollments being up or down in the separate school districts. The members of the committee indicated that they would do what they could to improve enrollments.

Mr. Lien indicated that 160 flyers from the Northwest Center should be distributed on Route Number One from Melrose. This portion is in the Taylor School District.

Mr. Pendleton reviewed career education. He stated that career education is not a panacea for all of the evils in education. It avoids putting square pegs in round holes by careful diagnosis of the students before prescription. It's neither vocational nor academic. It's not conditioning a student to a specific career but making them aware of many careers. It's not unrelated to what is going on in the classroom, it is relevant. It gives curriculum a focal point and pulls it together. It helps in staff development. It was re-emphasized that career education is not strictly vocational education; it is life education.

Mr. Kloss informed the committee of the services that are available from him and an indication was given on a portion of the services that have transpired in the Northwest Area. A series of slides were shown on actual training by burning a house. He pointed out how all phases of training were utilized in this training method.

The next meeting will be scheduled as a need is indicated.

The meeting adjourned at 8:30 p.m.

Respectfully submitted,

O. J. Evenson, Secretary

Richard Ammerman

Richard Ammerman, Recording Secretary

RA/ms

WESTERN WISCONSIN TECHNICAL INSTITUTE

EAST CENTER CAREER AND CONTINUING EDUCATION

ADVISORY COMMITTEE MEETING

MINUTES

DATE: March 24, 1975

TIME: 8:00 P.M.

PLACE: Western Wisconsin Technical Institute, La Crosse, Wisconsin

PRESENT:
Jack Robinson
Arden Peterson
Dale Steffen
Mike Coughlin
Myron Bockhaus
George Klinker
Francis Pfaff
Earl Bailey
Shirley Bailey
Manley Miller
Andrew Anderson
Charles Pinn
James Erb
Victor Larsen
Dale Tessmer
Althea Leland
Richard Ammerman
Charles Richardson
Morris Severson
Paul Mockrud
J. Robert Pendleton
Dave Elkins
Allen Schraufnagel
George Chute
Albert Demaske
Paul Orme
George Blum
Don Meinert
Ralph Harris
Alvin Rutlin
William Campbell
Tommy Thompson

The meeting was called to order by Chairperson, Althea Leland at 8:05 P.M.

Motion by Mr. Robinson and seconded by Mr. Orme that the minutes of the last Advisory Committee Meeting as mailed be approved. Carried.

Mr. Charles Richardson, District Director of Western Wisconsin Technical Institute, was then presented. He welcomed the East Area Advisory Committee members and their guests to the Western Wisconsin Technical Institute campus at La Crosse.

Mr. Tommy Thompson, an East Area Advisory Committee member, and also the Assemblyman from Juneau County, was presented and spoke on Assembly Bill No. 222, or the Governor's State Budget proposal. It was suggested that Governor Lucy is attempting to bring in a balanced budget, however, Mr. Thompson was of the opinion that he is adversely affecting rural Wisconsin with Assembly Bill No. 222. It was suggested that the bill incorporated 400 policy decisions, 50% of which would be defeated if voted on singly. Mr. Thompson stated that as an example, the vocational tuition increases should be voted on separately, therefore he opposed the inclusion of this item in bill 222. He pointed out that the proposal would increase student tuition to 12½% or $500 per year rather than the present student cost of $250.00. The Accounting Degree cost of $357.00 plus $500.00 added would be $857.00 a year.

The Adult vocational tuition proposed increases of 70% of instructional costs would equal approximately $40.00 per course. 90% of adults in night courses would not and could not pay the additional cost in most cases. This would annihilate the adult vocational programs in Western Wisconsin.

The Vocational Technical education systems are paid for out of property tax funding whereas the University of Wisconsin educational system is supported to a large degree by state funds supplemented by students' tuition charges. In 1965 the legislative intent of 60-40 state funding to property tax funding has shifted to 50-50 for the full time programs. This new bill proposes to go to approximately 35 state 55% property tax basis support with 15% costs covered by tuition.

In a period of state austerity-the state has increased the welfare budget 33%-state government 30% and University of Wisconsin expenses outside of salaries 8%.

This bill adversely affects all local governments and local school boards.

Mr. Richardson reported that a survey, copies of which were distributed, indicate that the students coming out of the vocational technical system tend to remain in the area after schooling. A study also indicates 93% of vocational students are employed after school. Average salary of students starting out of Western Wisconsin Technical Institute is about $7000.00 per year.

Mr. Steffen thanked the people attending this meeting for their interest in vocational, technical and adult education. He then introduced members of the advisory committee and guests with their various connections noted.

Mr. Schraufnagel made a motion that the meeting be adjourned. Seconded by Mr. Robinson. Meeting adjourned.

Respectively Submitted,

/s/ Arden Peterson, Secretary

Proposed State Budget Is Attacked, Defended

Staff Photographer Edward Huebner

State Representative Captivates Audience At Western Wisconsin Technical Institute
Tommy Thompson, R-Elroy, Disagrees With Proposed Boost In Tuition Rates For Technical Schools

By JOHN ELLENBECKER
Tribune Staff Writer

The pros and cons of the proposed budget for the next biennium were discussed by Wisconsin's Gov. Patrick J. Lucey and State Rep. Tommy G. Thompson, R-Elroy, in gatherings here Monday.

Lucey, who has been stumping the state in defense of his budget, at a meeting sponsored by the La Crosse County Taxpayers Association called on taxpayers to urge their legislators to resist special interest pressures "to approve irresponsible spending."

Thompson was critical of the governor's proposed budget in a talk at Western Wisconsin Technical Institute, particularly of the budget section dealing with a proposal to raise tuition for vocational students.

Lucey said he had proposed a budget of $3.2 billion for the next budget, $400 million more than the previous budget, and that "every dime of the $400 million would go back to the local governments and individuals."

He said, "We can't afford to add to the burden of the average taxpaying citizen."

Lucey defended his position in increasing tuition in universities and in vocational and technical schools. He said: "We're asking the universities to take on 6,000 more students while holding the budget down."

He said the budget has to go through three steps. First, Lucey and his staff prepared the preliminary budget, beginning late last year. Hearings then were held by the Joint Finance Committee, and now, after hearing results are reviewed, the bill will go before the legislature.

He said the next 60 days would be the most crucial "if we're going to hold the line and not increase mill rates."

He defended his position on a cabinet form of government. He said many of the department heads now have to answer to boards and present the board's views on issues. In a cabinet, the department heads would report directly to the governor.

A.O. Swartz of the Swartz Office Supply firm here, asked about the rising cost of welfare in the state. He said La Crosse County welfare costs were $8 million last year. Lucey replied that two years ago he had asked the Department of Health and Social Services to make a study with regard to welfare reforms, and, he said: "The department is still studying."

Lucey said it is a question of what is a humane level of support, and whether or not a person is able to work.

A. O. Swartz

Stanley Peterson, chairman of the Town of Medary, criticized Lucey's budget proposals regarding towns. He said the Town of Medary would lose $47,000, the Town of Shelby and Campbell $67,000 each; the Town of Hamilton $56,000 and the Town of Onalaska $81,000, if the budget is approved. He said the cost of living in a rural town is more than that of living in the city. He mentioned costs of sewage disposal service to the Town of Medary from La Crosse, with figures provided by the city, saying that Medary's bill is higher than that for La Crosse residents.

Lucey then asked Peterson what the present mill rate for the Town of Medary was, and Peterson was unable to answer. The rates for the other towns also were not available. Lucey said "I think the mill rates would show some interesting figures on the share of taxes being paid by the towns." He said that his proposed budget was not attempting to discriminate against the rural towns but to provide a more equalized sharing of taxes.

He said some towns now collect no local taxes and depend on the state. Each town gets $29.31 per capita from the state regardless of whether or not the town has its own levy. He added that some services to the towns are furnished by the county, including protection by the sheriff's department.

Richard Pearse Jr. of Trane Co. sided with Lucey in his attempts to hold down spending. He said "It's time for strong discipline." He urged Lucey to "stay tough and get tougher."

Stanley Peterson

Thompson, who has been speaking to county boards and local governments in his district during the past few weeks opposing the budget, said he was not against Lucey's attempts to balance the budget, but in how he is trying to do it.

He said that under a bill that proposes to raise tuition of all full-time students at WWTI by 12.5 per cent, a two-year accounting course, now costing $357.50, would cost an additional $500, or a total of $857.50. A food management course, also two years, now costing $583.50, would cost an additional $500, or a total of $1,083.50, and a commercial art course, now costing $821.25, would cost $1,321.25.

He said a majority of the students would be unable to continue in such courses at the higher tuition rates. Adults taking night courses would find their costs up 70 per cent, or $40 a course, Thompson said.

"This would annihilate the adult program," he said. He said Dale Steffen, coordinating chairman of the eastern district of vocational and technical educatiuon, which includes Monroe, Juneau and Vernon counties, conducted a survey of persons taking the adult courses and found that at least 90 per cent would not continue their studies if the tuition were raised. Only students of one course, the ground-air course at New Lisbon and Royall High School, Elroy, said they would continue.

about 10 per cent of the full-time students would drop out. He said there are two types of full-time students -- dependent and independent. The dependent students are those whose parents are paying their costs, while the independents are older persons who are financing themselves, some with help from grants.

"Some people ask why shouldn't vocational-technical students pay tuition the same as university students,' Thompson said. He explained that the vocational program is paid primarily by a real property tax on residents of the vocational district, while the universities programs are not. The university system pays 12.5 per cent of instructional costs, while the vocational department pays 5 per cent of instructional costs for vocational schools.

He said the state two years ago mandated certain programs to be undertaken by the local vocational districts. "Now the state is taking back its aid for those programs." One is the police certification program, he said. Now the policemen taking the course would have to pay the $450 cost plus $250 tuition, he said.

Few policemen could afford the added expense and the six weeks off their jobs under this situation, he said. "It's absurd."

He said the increased tuition, according to Gov. Lucey, would raise $43 million to $45 million. "Where is the money going? To the state coffers to reduce the state's share of the vocational-technical costs." The state formerly paid 60 per cent and the local district 40 per cent of these costs. Now it is 50-50, and if the proposed budget is passed, the state's share could drop to 35 per cent, with increased tuition raising 18 per cent, he said.

Touching briefly on the town shared tax proposals, he said towns would lose $23 million while urban centers would gain $8 million. He said the budget will adversely affect all levels of rural government and schools.

APPENDIX O

CONCERNED AGENCY COMMITTEE MEETING MINUTES

2 Pages

CONCERNED AGENCIES MEETING

MINUTES

DATE: December 16, 1974

TIME: 1:30 p.m.

PLACE: W.W.T.I. East Career Center, Mauston, Wisconsin

PRESENT:

Doris Benson	Counseling Center
Carl Cihlar	Vocational Rehabilitation
Wayne Lambert	State Job Service
Philip Malin	W.W.T.I.
Ray Saxby	University of Wisconsin Extension
Dale Steffen	W.W.T.I.
Patricia Tyler	W.W.T.I.
Simon Zeller	Counseling Center

The meeting was called to order by temporary chairperson, Dale Steffen, at 1:45 p.m. After introductions, each agency representative reiterated its services for the benefit of Ms. Benson.

Carl Cihlar discussed the possibility of utilizing the East Area Career Center for purposes of counseling clients as space and appointment schedulings were difficult at the Juneau County Courthouse. It is expected that he will be at the East Area Career Center each Wednesday and Thursday of the week.

Simon Zeller made a plea for agencies to utilize the services of others. He felt very strongly that every effort should be made to form an interagency council with the possibility of a person, well acquainted in the area, to serve as chairperson. However, at this time it was felt by the group that the organization should remain on an informal basis, without "structuring". It was also felt that the process of becoming well acquainted, knowledgeable in services offered by others, and ready interchange of help would take a few years, but with patience, goals would be accomplished to the benefit of those being "served".

In order to be truly functional, an invitation should be extended to include other persons for the next meeting. Names mentioned were:

Ted Duckworth - Juneau County Veteran Service Officer
John Lain - Juneau County Probation Officer
Helen Murphy - Juneau County Nurse
Robert Severson - Juneau County Juvenille Officer

It was further suggested that each agency exchange brochures and other materials. It was agreed that the importance of this exchange could not be over-emphasized. This basic concept would allow not only familiarity of programs for respective clients, but would allow agency representatives to become familiar with each others' roles.

Prior to adjournment, it was decided that the next meeting be set for Tuesday, January 21, 1975, at 1:30 p.m. at the W.W.T.I. East Area Career Center, Mauston, Wisconsin.

Respectively Submitted,

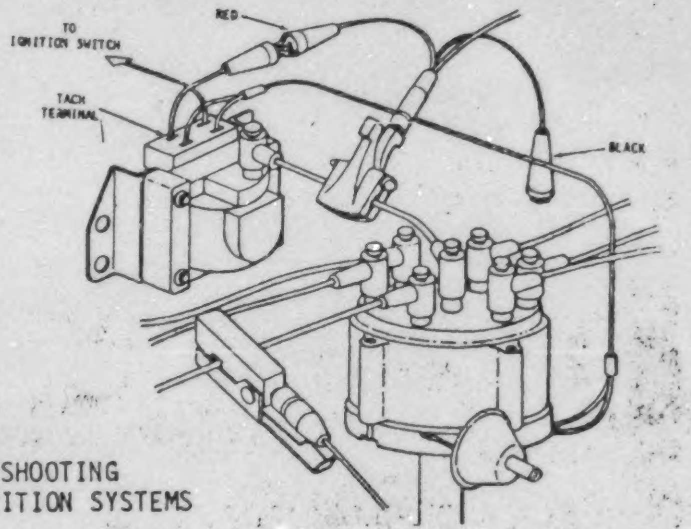
Patricia Tyler, Secretary pro tem

APPENDIX P

TRADE EXTENSION ADVERTISING AND PUBLICITY

3 Pages

WESTERN WISCONSIN VOCATIONAL,
TECHNICAL AND ADULT EDUCATION
DISTRICT PRESENTS
A NO CHARGE WORKSHOP FOR
THE AUTOMOTIVE TRADE



Subject

TESTING AND TROUBLESHOOTING 1975 HEI HIGH ENERGY IGNITION SYSTEMS

Contents

VEHICLE APPLICATION, TEST EQUIPMENT APPLICATION, HEI DESCRIPTION, THEORY OF OPERATION ON THE VEHICLE TESTING AND DIAGNOSIS, TROUBLE SHOOTING THE HEI SYSTEM, DISTRIBUTOR TESTING (OUT OF THE VEHICLE), SPECIFICATIONS

WHEN: Tuesday, February 25, 1975

WHERE: Automotive Shop
Room C147
Western Wisconsin Technical Institute

TIME: 7:00 - 10:00

COST: No Charge

Mr. John Hayden, Area Representative for The Sun Electric Company, will be the Presenter. Under the direction of the Automotive Department of the Trade and Industry Division of Western Wisconsin Technical Institute.

COME — LISTEN — PARTICIPATE

Elroy Firemen Taking Course In Firefighting

Western Wisconsin Technical Institute, La Crosse, is offering 10-week firefighter training ourse entitled "Firefighter I" to the 28-member Elroy Volunteer Fire Department.

Classes meet the second and ourth Wednesday of the month in Room 4 of Royall High School.

The course is designed to help e men of the Elroy Volunteer ire Department become more skilled and efficient in firefighting practices.'

Duane Prise of the Tomah Fire Department is instructing the classes for W.W.T.I.

The Elroy Volunteer Fire Department has one 750-gallon umper for city use, two rural pumpers and a tanker. It serves the city of Elroy, Town of Plymouth, and parts of Glendale, Hillsboro and Wonewoc.

Don Ladwig is the Chief, and Joe Madden is the First Assistant.

FIREMEN LEARN--Members of the Mauston Volunteer Fire Department listened Monday night as Duane Prise of the Tomah Fire Department explained some of the intricacies of fighting LP-Gas fires. The session was one of 10 which the firemen are taking through Western Wisconsin Technical Institute, designed to upgrade firefighting skills and improve standards of the department. The firemen also saw a film on fighting Liquid Natural Gas fires.

HOUSE BURNED — The former William and Mary Krueger house on South Division Street in Mauston served as practice for Mauston firemen Saturday afternoon during a WWTI-instructed session. The firemen first practiced putting out small fires inside the old structure, and then turned on the big hoses when the 'whole thing' was set on fire.

At Lyndon Station

The Lyndon Station firemen and their wives are sponsoring a first aid course, to start Thursday evening, April 3 at 7:00 p.m. at the Lyndon Station Firehouse.

This is a 40-hour course and an official of the Lyndon Station Fire Department expressed the hope that "as many of the local firemen and their wives will attend as possible."

PULLED FROM FLAMES — Thomas Boettcher of Wisconsin Dells was pulled from his burning auto by Steve Blank of Lyndon Station Friday evening after the vehicle had gone out of control on a curve around 6:40 p.m. and rolled on Highway 12-16 just west of the Little Acre Tavern. According to investigating officers, Boettcher could have died had he not been rescued. Mauston firemen looked at the burned out car in the photo. Boettcher was ticketed for driving too fast for conditions. He received a check-up at Hess Memorial Hospital.

APPENDIX Q

NEW LISBON CAREER CORPS ATTENDEES AND ACENDA

1 Page

CAREER CORPS BANQUET

Mr. Jim Barrett, President
School Board

Mr. Herbert Juneau, Superintendent
New Lisbon Public Schools

Mr. Kenneth Adams, Principal
New Lisbon High School

Mr. Edward Sabey
Career Education Counselor

Mr. Myron L. Bockhaus,
Board of Education
Western Wisconsin Vocational,
Technical and Adult
Education District

Mr. Lloyd McCaskey
Board of Education
Western Wisconsin Vocational,
Technical and Adult
Education District

Mr. J. Robert Pendleton
Project Director
Western Wisconsin Technical Institute

Dr. Richard Rogers
Coordinating Chairman - West Center
Western Wisconsin Technical Institute

Dr. Dale Steffen
Coordinating Chairman - East Center
Western Wisconsin Technical Institute

Mr. H. R. Kumbier
Affirmative Action Officer
Western Wisconsin Technical Institute

Mr. Lee Loerch
Media Specialist
Western Wisconsin Technical Institute

Career Corps Members

Mr. Bill Bires

Mr. Kirk De Cora

Mr. Roger Enderle

Mr. Karl Kannenberg

Miss Donna Lawrence

Miss Janice Martin

Miss Mary Mitchell

Miss Shari Niles

Miss Donna Olsen

Miss Debbie Petrick

Mr. Larry Pettis

Miss Julie Schroeder

Mr. Wayne Schultz

Mr. Dale Turner

Mr. Greg Voigtschild

PROGRAM FOR THE EVENING

Introductions
Career Corps in New Lisbon - Mr. Herbert Juneau
Film - "Future Shock"
Student Role in Change Process - Dr. Richard Rogers
Closing Remarks and Challenge to Corps Members - Mr. J. Robert Pendleton

APPENDIX R

PLACEMENT PUBLICITY

5 Pages

Arcadia News-Leader

Job information center opening here March 6

2-27

Western Wisconsin Technical Institute and the Wisconsin Job Service District Office (formerly the Wisconsin State Employment Service) will be cooperating to bring fuller job information and placement services to residents of western Wisconsin in the Arcadia area.

Wisconsin Job Service representatives will be at the Northwest Center of WWTI on the second floor of the Arcadia city hall starting Thursday, March 6, and continuing every Thursday thereafter.

The Job Service representatives will be available to take applications for employment and refer applicants to area job listings. They will provide information on existing job listings throughout the state using the "Job Bank" system, which provides for direct referral of qualified applicants for jobs which may not be open in the immediate locality, but are available elsewhere. They will solicit and receive job listings from local and area employers, in order to have up-to-date job opening data for local residents.

WWTI personnel and the state Job Service representatives will also provide information on training programs available through the Comprehensive Employment and Training Act (CETA), a federally-sponsored program which provides training for occupational fields where needs indicate job skills are required and employment is available. Applicants for public service employment may also have their eligibility certified and obtain referrals for such job openings.

For further information, please contact the WWTI Northwest Center in Arcadia or come in on any Thursday, starting March 6 for a personal interview.

Appendix R

DISTRICT DIRECTOR
CHARLES G. RICHARDSON

NORTHWEST CAREER AND CONTINUING EDUCATION CENTER
CITY HALL, 203 WEST MAIN STREET, ARCADIA, WISCONSIN 54612

The Wisconsin Job Service (Wisconsin State Employment Service), in cooperation with Western Wisconsin Technical Institute, is now providing an increased service for Trempealeau and Buffalo Counties. A representative of the Job Service office in La Crosse will be at Western Wisconsin Technical Institute's Northwest Center, which is located on the second floor of the Arcadia City Hall, every Thursday from 8:30 to 3:30 p.m.

If you have positions in your firm that you are having difficulty filling, call us at any time to get the position listed in the state-wide job bank. If you have individuals who are applying for work that you cannot supply, please refer them to this service that is now closer to home.

Telephone 608/323-7400.

Thank you,

Richard Ammerman

Richard Ammerman
Coordinating Chairman

RA/ms

CENTER FOR WESTERN WISCONSIN VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICT

NORTHWEST CENTER TELEPHONE
ARCADIA, WISCONSIN, 608/323-7400

March 13, 1973

LETTER SENT TO THE FOLLOWING EMPLOYERS:

Arcadia Furniture, 432 West Cleveland, Arcadia

AG Co-op General Offices, Main Street, Arcadia

Bautch Motor Sales, 757 West Main , Arcadia

Maloney's Baloney, 113 East Main, Arcadia

Pat's Country Market, Route #3, Arcadia

Production Credit Association, 611 West Main, Arcadia

St. Joseph Hospital & Nursing Home, 464 St. Joseph Avenue, Arcadia

School Form & Supply Company, 613 Jefferson, Arcadia

State Bank of Arcadia, 131 West Main, Arcadia

Ladsten Chev.-Olds, Inc., Blair

Union Bank of Blair, 123 South Urberg, Blair

Associated Milk Producers, Inc., 202 North Gilbert, Blair

United Builders Center, 302 North Gilbert, Blair

Northern States Power Company, Blair

Cochrane State Bank & Insurance Company, Cochrane

Garden Valley Co-op, Cochrane Division, Cochrane

La Crosse Milling Company, Cochrane

Garden Valley Co-op, Waumandee

Waumandee State Bank, Waumandee

First State Bank, 46 South Main, Fountain City

SiLak Feeds, Fountain City

Arrow Shopper, Route #1, Ettrick

Ettrick State Bank, 117 North Main, Ettrick

ETCO Industries, 204 Judd, Ettrick

E K Industries, Inc., 122 South Main, Ettrick

Bank of Galesville, 112 South Main, Galesville

Gale Packing Company, 518 Court Avenue, Galesville

Galesville Manufacturing Corporation, 1400 West Gale Avenue, Galesville

Gale Products Company, 419 West Mill Road, Galesville

Industrial Toolcrafters, Inc., 207 South Second Street, Galesville

Northern Flexible Products Company, 1200 West Gale Ave., Galesville

Beaver Builders Supply, Inc., 113 West Mill Road, Galesville

Gopher Glove Manufacturing, Independence

Northern Investment Company, Independence

State Bank of Independence, Independence

Mississippi River Human Services Center, Independance

Pigeon Falls State Bank, Pigeon Falls

Tremplo Tool Company, 440 Fremont, Trempealeau

Ed Sullivan's, Route #1, Trempealeau

Whitehall Floral & Nursery Company, 1515 Ervin, Whitehall

Thorp Sales Corporation, 1604 Main, Whitehall

Keenan Ford Mercury, Route 1, Whitehall

Larson Building Materials, Inc., 1611 Abrams, Whitehall

Foss & Warner Livestock, Route #1, Whitehall

Trempealeau County Health Care Center, Whitehall

Tri-County Memorial Hospital, 1801 Lincoln, Whitehall

Whitehall Times, 1410 Main, Whitehall

Whitehall Packing, 100 Lee, Whitehall

DISTRICT DIRECTOR CHARLES G RICHARDSON

NORTHWEST CAREER AND CONTINUING EDUCATION CENTER
CITY HALL, 203 WEST MAIN STREET, ARCADIA, WISCONSIN 54612

March 11, 1975

Mr. Wilbur Helm
Wisconsin Job Service
508 Fifth Avenue, South
La Crosse, Wisconsin 54601

Dear Mr. Helm:

The job service presentation to the Arcadia High School students will be on March 25, 1975 from 9:00 - 10:00 a.m. These arrangements have been in cooperation with Clarence Crum, the High School Guidance Counselor. I will meet your representative at the Superintendent's office at 8:45 a.m.

Thank you for this cooperation.

Sincerely,

Richard Ammerman
Coordinating Chairman

RA/ms

CENTER FOR WESTERN WISCONSIN VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICT

NORTHWEST CENTER TELEPHONE
ARCADIA, WISCONSIN, 608/323-7400

APPENDIX S

SECOND EVALUATION REPORT

39 Pages

Third Party Interim Evaluation Report-II

For Implementation of a Program and Delivery System for Comprehensive Career Education in a Rural Area

By

Orville Nelson, Director

Third Party Evaluation Project

Center for Vocational, Technical and

and Adult Education

UW-Stout

Menomonie, Wisconsin

April 30, 1975

Appendix S

Third Party Interim Evaluation Report II

Purpose

The purpose of this report is to describe the evaluation activities conducted during the period from the first interim evaluation report in January, 1975 through the end of April, 1975. For the most part these activities focused on the development of data/collection instruments, design of evaluation schedules and monitoring of project activities during the time period. The summary of the survey of adults enrolled in adult evening courses is the major product data presented in this interim report.

Third Party Evaluation Activities

In the period covered by this report, representatives from the third party evaluator's staff visited with project staff members on March 18 and April 15, 1975. During each of the visits, the third party evaluators met and talked with each of the project staff members. These discussions provided an update on the activities of the project staff and their plans for succeeding weeks. Also, these meetings provided an opportunity to schedule evaluation activities and determine any problems encountered in data collection.

The collection of the pre-test data did not progress quite as rapidly as planned. Bad weather and conflicting events slowed the data collection slightly. As of this time, all of the pre-test data has been returned to the third party evaluators and most of it has been processed. Because of the delays caused by the issuance of new third party evaluators guidelines and the resulting delay in the approval of the third party evaluation contract, the time period between the pre-test and the post-test will be approximately one semester.

As will be noted later in this report, the third party evaluators developed survey forms for teachers, counselors and project staff members. These forms will be discussed in later sections of this report and copies are included in the appendi.

During the April 15 meeting, schedules for data collection for the post-test involving students and surveys to be completed by teachers and counselors were established. Also, on-site interviews were discussed and arrangements will be made by the project staff to establish interviews in the La Crosse schools on April 30 and in the Mauston area, on May 15 and 16.

Results

Pre-Testing

The necessary data collection instruments and response sheets were secured and distributed for use in the pre-testing. The samples identified in Table III on page 23 of the third party evaluators' proposal were included in the pre-evaluation. The one exception were the schools in the city of La Crosse. In these schools, the career education program was well underway by the time the third party evaluation proposal had been approved. Therefore, it was decided that it was not logical to collect pre-test data near the end of the educational treatment. Thus, a post-test only design will be used in La Crosse.

Post Test Arrangements

Teacher Survey Form

In order to assess the level of career education activities and resources utilized by the teachers in the experimental and control schools, a survey form was developed to collect information related to their activities. A draft copy of this form was reviewed by the project staff and their comments were utilized to revise the instrument. A copy of this instrument is enclosed in Appendix A. This form will be distributed by the coordinators of the Career and Continuing Education Centers to the teachers in the experimental and control schools. These teachers will be requested to complete the form and return it directly to the third party evaluators.

A data collection schedule was established for each of the control and experimental schools. A copy of the schedule is included in Appendix B. In addition to the survey form, a sub sample of teachers in the experimental schools will be interviewed by the third part evaluators. The interviews are schedule for April 30 and May 15 and 16. Teachers will complete the surveys during the first two weeks of May.

Counselors

A special survey form for counselors was developed to estimate the amount of assistance they had received from the project staff members and their evaluation of the impact of this help. A copy of the survey form is included in Appendix C. Counselors in the experimental and control schools will be requested to complete this instrument during the first two weeks of May. After the instrument has been completed they will be requested to return it directly to the third party evaluators.

The response of the Arcadia counselors will be analyzed to identify the job placement activities of the counselors and the coordinator of the Career and Continuing Education Center in Arcadia. The counselors in the other schools cooperating with the project will be used as a control group for this analysis.

Student Post-Test

During the weeks of May 1-15, students in the experimental and control schools will complete the post-tests. Students in grade 3 will complete a picture test developed by staff members from the Center for Vocational, Technical and Adult Education. A copy of this test is included in Appendix D. In grade 6 the students will respond to part 1 and 2 of Crite's Career Maturity Inventory. The results of these tests will be contrasted with the pre-test scores to determine the impacts of Career Education Activities which have been conducted since the middle of January. In the city of La Crosse the Career Education treatment was already underway by the time the Third Party Evaluation proposal had been approved. Therefore, a post-test design will be used in the La Crosse schools. A copy of the schools involved in the evaluation is given in Appendix B.

In addition to the instruments listed in the original proposal staff members in the Center for Vocational, Technical and Adult Education developed a graphic arts test to measure the impacts of a graphic arts survey course developed for the Sparta school system. This test was given at the beginning of the course and will be administered as a post-test during May. In order to determine the content validity of the test items the instructor for the course will be asked to identify the emphasis given to each area represented by the items in the test. Tests scores will be adjusted to reflect the content validity of the items.

Project staff

A data collection instrument was designed to assemble the placement activity data from the Arcadia Career and Continuing Education Center. (A copy of the instrument is included in Appendix E. The coordinator for the

Arcadia Center has been asked to have a summary completed for the time period through April 30, 1975. This report is to completed by the middle of May. Many of the decisions and actions coming out of the on-site interviews with the project staff and have been listed in previous paragraphs. Two additional observations coming from these visitations would appear to be a valid part of this report. First, the staff continues to search for and identify new activities related to achieving their project goals. Recently a peer counseling program has been established in one of the high schools in the district. Several summer programs are in the planning stages. Second, there appears to remain some indecision of the part of the coordinators of the Career and Continuing Education Centers on how their role in Adult and Vocational Education fits with their role in the Career Education project. And third, although the project staff encounters a number of problems and occasionally they show some discouragement in general the staff has good resiliency and maintains a very good espirit de corps. As a result the staff works together very well and continues to be involved in a high level of activity.

Adult Education Survey

Rationale

The career education model developed by the Western Wisconsin Technical Institute Career Education project conceptualizes career education as a continuous and life-long process. Opportunities to develop self-awareness, career exploration, career selection strategies, and obtain career preparation are needed by adults as well as youth according to the Projects' career education model. Therefore, adult education plays an important role in providing a variety of learning opportunities addressed to these needs. The questionnaire for Career and Continuing Adult Education Evening Programs was designed to collect information related to the degree to which the adult evening classes were meeting these needs.

Data Collection Procedures

Instrumentation

During the 1973-74 year, the Project staff utilized an evaluation form for adult evening classes. The Third Party Evaluators employed a second form to obtain feedback from a sample of the participants in adult evening classes. For the 1974-75 year the two forms were merged and reprinted as one instrument. Table I includes a copy of the instrument as well as the summary of the data collected for 1974-75 adult evening courses.

The instrument contains items related to the student's family, educational preparation, and philosophy of education. In addition, the student is asked to indicate the amount of information received on the Western Wisconsin Technical Institute Career Education Project. Also, students are asked to indicate their interest in further career preparation and their need for career counseling.

Collection of Data

The population surveyed included all students enrolled in adult evening courses during the 1974-75 year. Members of the Career Education project staff estimated that between 4000-5000 persons enrolled in the adult evening courses during this year.

A ten percent sample of the population was taken for this part of the study. Copies of the questionnaire were distributed to a sample of the classes conducted throughout the WWTI district. These questionnaires were collected in December, January and February. The total number of respondents was 479.

1974-75 Survey Results

A very positive response was given to the courses taken by the students in the sample. To the question, "Should this course be continued?", 97% said 'yes' and 1% said 'no'. Also, 98% thought that it was a good course and 90% thought that it was taught well. Further indication of the students' interest in adult evening coursework is indicated by the fact that 63% said that they were interested in taking another course in the future. More than 22% suggested a new course which could be offered. All of these indicators suggest a high level of interest in the adult evening courses and a positive reaction to them.

Students in the adult evening courses came from areas throughout the district. The most common source of students were the rural areas in the district. The next most frequently reported residence was a town with 2000-10,000 population. At least 10% of the students in the sample came from each one of the 5 population areas defined in question number 7. (see Table 1)

TABLE 1

QUESTIONNAIRE

For Career and Continuing Adult Education
Evening Programs (Total)

Key: N/%

To serve residents of the Western Wisconsin VTAE District better, we ask you to complete this questionnaire.

1. Course you are taking: Title ______________________ No. ________

2. Should this course be continued? 465/97% Yes 5/1% No
8/1.6% Omits

3. Is it a good course? 470/98.1% Yes 6/1.2% No 3/.6% Omits
Is it well taught? 433/90.3% Yes 14/2.9% No 32/6.6% Omits

4. What course would you be interested in taking in the future? 306/63.8%
173/36.1% Omits

5. Can you suggest a new course you would like WWTI to offer? 109/22.7%
370/77.2% Omits

6. Did you learn about this course from:

a. 185/38.6% newspaper
b. 13/ 2.7% radio
c. 29/ 6.0% instructor
d. 14/ 2.9% night school supervisor

e. 91/18.9% a brochure
f. 119/24.8% a friend
g. 19/ 3.9% another source
9/ 1.8% Omits

Directions: Please respond to the following items. Most require only a check mark. This information will be used to improve the adult evening programs and career education services.

7. Which of the following best describes the area in which you live?

a. 154/32.1% Rural
b. 48/10.0% Town: Less than 1,000
c. 86/17.9% Town: 1,000 - 1,999
d. 117/24.4% Town: 2,000 - 9,999
e. 66/13.7% City: 10,000 or more
7/ 1.4% Omits

8. Sex:

a. 341/71.1% Female 137/28.6% Male 1/.2% Omits

9. Marital status:

a. 336/70.1% Married
b. 117/24.4% Single

c. 7/1.4% Separated
d. 13/2.7% Divorced
6/1.2% Omits

10. How many children do you have?

a. 167/34.8% None
b. 52/10.8% One
c. 175/36.5% Two-Three

d. 52/10.8% Four-Five
e. 28/ 5.8% Six or more
4/ .8% Omits

11. If you have children in school, in what grades are they enrolled? Check all that apply.

a. 92/19.2% K - 3
b. 80/16.7% 4 - 6
c. 79/16.4% 7 - 9
d. 76/15.8% 10 -12

e. 16/3.3% Vocational-Technical School
f. 33/6.8% College
g. 12/2.5% Other

12. In which of the following age groups do you fall?

a. 27/ 5.64% 16 - 18
b. 30/ 6.26% 19 - 20
c. 37/ 7.72% 21 - 22
d. 119/24.84% 23 - 30
e. 85/17.75% 31 - 40
f. 75/15.66% 41 - 50
g. 51/10.65% 51 - 60
h. 24/ 5.01% 61 - 65
i. 27/ 5.64% 66 and over

13. What do you see as the main purpose of secondary education (grades 7 - 12)? Check one.

a. 172/35.9% Prepare for a job
b. 195/40.7% Develop intellectual skills
c. 20/ 4.1% Develop hobbies and leisure time skills
d. 28/ 5.8% Attain self-satisfaction
e. 17/ 3.5% Learn how to get along better with people
f. 19/ 3.9% Other: ____________________
28/ 5.8% Omits

14. What do you see as the main purpose of adult education?

a. 75/15.6% Prepare for a job
b. 121/25.2% Develop intellectual skills
c. 133/27.7% Develop hobbies and leisure time skills
d. 103/21.5% Attain self-satisfaction
e. 5/ 1.0% Learn how to get along better with people
f. 22/ 4.5% Other: ____________________
20/ 4.1% Omits

15. What is your highest level of formal education?

a. 1/ .20% Less than eighth grade
b. 7/ 1.46% Eighth grade
c. 4/ .84% Some high school
d. 16/ 3.34% High school graduate
e. 62/12.94% Vocational diploma or certificate
f. 83/17.33% Associate degree (A.A. or A.S.)
g. 8/ 1.67% Some college
h. 38/ 7.93% Bachelor's Degree
i. 182/38.00% Master's Degree
j. 41/ 8.56% Doctor's Degree
k. 30/ 6.26% Other: ____________________

16. Did you enroll in any adult evening courses during the last school year (September, 1973 - May, 1974)?

189/39.4% Yes 278/58% No 12/2.5% Omits

17-20 How many times have you heard or received information --

Activity/Service			Frequency Information Received	
			Median	IQR
17.	a.	Regarding career and continuing education programs provided by WWTI.	2.99* 2.99*	2.12 2.12
	b.	For students in grades K - 12?	1.42	2.14
	c.	For adults in western Wisconsin	3.46	1.54

* 1 = Never; 2 = 1; 3 = 2-3; 4 = 4-5; 5 = 6 or more

How many times have you heard or received information --

	Frequency Information Received	
	Median	IQR
18. Indicating the possibility of coordinating high school and technical institute programs?	1.52	1.67
19. Related to the career and continuing education resource centers in western Wisconsin?	2.40	2.11
20. Related to:		
a. The activities of these centers?	2.03	2.04
b. Career counseling for adults?	1.64	1.73
c. Career counseling for students?	1.89	2.13

21-29 Please give your opinions related to the following statements. Respond as you feel.

Statement	Response		
	No	Yes	Omits
21. Do you understand that "career education" encompasses all education: professional, technical, vocational? If you do not, omit questions 21 and 22.	25 5.2%	329 68.6%	125 26.0%
22. Do you feel that a real need exists for career education for youth in western Wisconsin?	18 3.7%	368 76.8%	93 19.4%
23. Do you feel that a real need exists for career education for adults in western Wisconsin?	31 6.4%	394 82.2%	54 11.2
24. Are you interested in enrolling in a vocational course(s) to improve performance on your present job?	215 44.8%	208 43.4%	56 11.6%
25. Are you interested in enrolling in a vocational course(s) to prepare for another job?	238 49.6%	177 36.9%	64 13.3%
26. Do you feel a real need exists for vocational education for youth in western Wisconsin?	27 5.6%	403 84.1%	49 10.2%
27. Do you feel a real need exists for vocational education for adults in western Wisconsin?	31 6.4%	400 83.5%	48 10.0%
28. Considering your present occupation and life style, would you participate in avocational education related to hobbies, etc., if the avocational course(s) were available?	68 14.1%	364 75.9%	47 9.8%
29. Do you feel career counseling would be beneficial to you? (Assistance in identifying possible jobs you would like and the training required to obtain these jobs, etc.)	193 40.2%	225 46.9%	61 12.7%

Thank you for responding. Please turn in your survey form to the person who gave it to you.

A large majority of the students were females (71.7%). And, a large proportion (70.7%) were married.

Most of the students in the adult evening courses had one or more children. Families of two and three children were the most commonly reported. A large number of respondents reported having children in grades K through college. (item 11) This statistic reveals a large potential for secondary impacts of the career education content and concepts disseminated in the adult evening courses. For example, more than 32% of the persons in the sample had children in grades 7-12. These are the years of career exploration, selection and initial preparation. Hence, concepts and knowledges related to these processes which are attained in adult evening courses will help adult students and may also have an impact on their children.

A wide range of ages was reported by the students in the sample. At least 5% of the respondents reported being in each of the categories from "16 through 18" to "66 and over." Therefore, it would appear that the various age levels predicted in the adult portion of the Career Education model developed by the Project staff were represented by students in the adult evening classes during the 1974-75 year. The median age reported was approximately 34 years.

A wide range of educational attainment was also recorded. One student reported having less than an eight grade education while 41 who were enrolled in the adult evening courses had Doctor's degrees. The median level of educational attainment was a Bachelor's degree.

In summary, the adult evening students represent a wide variety of ages and educational attainment. They came from geographical areas throughout the district and had a number of offspring in elementary, secondary, and post-secondary schools.

Items 13 and 14 on the questionnaire asked the students in the sample to indicate what they thought was the main purpose of secondary education and adult education. Job preparation (35.9%) and development of intellectual skills (40.7%) were the most frequently checked purposes for secondary education. In contrast, job preparation was listed by 15.6% of the respondents for adult education. Developing intellectual skills (25.2%), developing hobbies and leisure-time skills (27.7%), and attaining self satisfaction (21.5%) were the three most commonly selected purposes of adult education. It is apparent that adults feel that adult education has or should have more emphasis on the development of hobbies, leisure-time skills, and the attainment of self-satisfaction than secondary level education. Also, they see less emphasis on development of intellectual skills and job preparation at the post-secondary level as contrasted with the secondary level.

Item number 16 in the survey asked the respondents to indicate whether they had enrolled in an adult evening course during the previous school year, 1973-74. Response to this item revealed that 58% said that they had not enrolled in an adult course during the past year. This reveals a significant turn-over of students in this program. In other words, the Western Wisconsin Technical Institute District is contacting a large number of new students each year. This statistic has significant ramifications for the dissemination of information on career education in each course and the potential exposure of the services of WWTI to new persons. This dissemination will have to be maintained each year if the new students are to receive adequate exposure.

Questions 17-20 ask the respondents to indicate how many times they have heard or received information concerning various activities undertaken by the Career Education project. Adult evening students reported that they had received the most information on programs for adults. Responses to these items indicated that a majority had heard about the services and activities on three or more occasions.

A majority of those in the sample reported that they had never received any information on the projects' activities and services for students in grades K through 12 (median - 1.4 for item 17.b). A majority of the students in the sample responded that they had heard at least once about the activities of the Career and Continuing Education Centers (item 20).

The last section of the questionnaire asked the persons in the sample to respond to a series of needs statements. In total, the respondents indicated a high level of need for the career education services provided by the project. More than two-thirds thought that Career Education encompassed all of education. A large majority (76.8%) felt that a real need existed for career education for youth in Western Wisconsin. Slightly more, (82.2%), felt that a real need existed for career education for adults in Western Wisconsin.

Slightly more than 43% were interested in enrolling in a vocational course to improve performance on their present jobs. And, 36.9% were interested in enrolling in a vocational course to prepare for another job.

More than 80% of the respondents felt that there was a real need for vocational education for youth (item 26) and adults (item 27) in Western Wisconsin. Also, slightly more than 45% said that career counseling would be beneficial to them. More than 75% said that they were interested in additional vocational education opportunities.

In summary, the responses made by students enrolled in the adult evening courses validated the Career Education Model developed by the Project staff and substantiated the need for Career Education for adults defined in the original project proposal. The data in the survey revealed that students from a wide variety of age groups, levels of education preparation, and needs were enrolled in adult evening courses. These students indicated an interest in and need for the development of self-satisfaction, increasing leisure-time skills and the development of intellectual skills. In addition, a sizeable number indicated an interest in improving performance in their present jobs and almost as large a number were interested in enrolling in vocational courses to prepare for another job. Moreover, more than 45% felt that career counseling would be beneficial to them. Responses to whether the course should be continued and whether it was a good course were very positive and indicated that the courses encompassed in the survey were meeting an important need. The adults' interests in further educational opportunities were indicated by the number of persons who wanted to take additional courses in the future (63.8%) and those suggesting new courses (22.7%).

Selected Contrasts with the 1973-74 Adult Survey

The size of the samples during the firstyear (1973-74) and the second year were very similar. Students in the 1974-75 courses indicated that they had slightly larger families and older children than those during the previous year. However, the age of the respondents was very similar.

Students in the 1973-74 and 1974-75 surveys had very similar views of the purposes of secondary education. Both groups placed the major emphasis on preparation for a job and development of intellectual skills. On the purposes of adult education, however, there was some divergence between the two groups. The adults in the 1974-75 sample placed more emphasis on attainment of self-satisfaction and less on preparing for a job.

The sample in the 1974-75 survey reported a higher level of educational preparation, median level of a Bachelor's degree, than the 1973-74 sample, in which the median level of preparation was high school graduation This was the only major statistic which was considerably different between the two years.

Responses to the frequency with which information was received on activities and services coming from the project were very similar in the two surveys. Respondents in the 1974-75 survey indicated that less information was received on Career Education programs for students in elementary and secondary schools. However, they reported more information on programs for adults (17.c). Almost identical levels of information were reported for articulation activities, activities of the Career and Continuing Education Resource Centers, receipt of information on career counseling for adults, and receipt of information on career counseling for students. In most areas, a majority of the students indicated that they had received at least one item of information on the activity or service defined. However, there would appear to be considerable room for improvement on the dissemination of information. This is especially true since these students have just completed a course designed and provided by Western Wisconsin Technical Institute. The Project staff should consider directing more efforts at providing additional information for their adult evening instructors on the services and activities related to their project.

The students' opinions of Career Education were very similar in the two surveys. The only item on which a major discrepency occurs in related to whether there is a need for career education for youth in Western Wisconsin. Fewer of the respondents in the 1974-75 survey responded "yes" to this need. In 1973-74, 93% of the respondents felt that there was a real need. In the 1974-75, 76.8% felt that there was such a need. However, the question had been modified slightly in the 1974-75 survey and this may account for this difference. In the 1974-75 survey, respondents were asked to indicate whether career education encompassed all education. If they did not, they were asked to omit the ensuing questions on career education. Responses to the remaining items in the last section of the survey form indicate a high level of interest and need for vocational and career education services for adults in the WWTI District. For example, more than 80% felt that there was a real need for career education for adults in the district. And 43.4% said that they were interested in enrolling in vocational courses to improve their performance in present jobs and 36.9% said that they would enroll to prepare for another job. In addition, 46.9% felt that career counseling would be beneficial to them.

The adult evening student surveys confirm the Project's career education model and reveal strong interest in the types of services provided by the Project. Although many of the respondents were aware of the Project and its services, it would appear that additional information could be provided.

CVTAE
UW-Stout

Table C-1

3/15/74

N=472

WWTI Career Education Survey

Responses From Adult Evening Students

Directions: Please respond to the following items. Most require only a check mark. You do not need to sign your name.

1. Your ZIP code: ____________

2. Which of the following best describes the area in which you live?

N/%
139/29.4 1. Rural
44/ 9.3 2. Town: Less than 1000
67/14.1 3. Town: 1000 - 1999
158/33.4 4. Town: 2000 - 9999
64/13.5 5. City: 10,000 or more

3. Sex:

275/58.3 1. Female
196/41.6 2. Male

4. How many children do you have?

74/15.7 1. Not married
72/15.2 2. None
66/14 3. 1
176/37.3 4. 2 - 3
67/14.2 5. 4 - 5
16/3.3 6. 6 or more

5. If you have children in school, in what grades are they enrolled? Check all that apply.

101/42.7 1. K - 3
48/20.3 2. 4 - 6
40/16.9 3. 7 - 9
18/ 7.6 4. 10 - 12
4/ 1.6 5. Vocational-Technical School
9/ 3.8 6. College
16/ 6.7 7. Other: ____________

6. In which of the following age groups do you fall?

15/ 3.1 1. 16 - 18
19/ 4 2. 19 - 20
36/ 7.6 3. 21 - 22
134/28.5 4. 23 - 30
107/22.8 5. 31 - 40
72/15.3 6. 41 - 50
45/ 9.5 7. 51 - 60
23/ 4.9 8. 61 - 65
18/ 3.8 9. 66 and over

7. What do you see as the main purpose of secondary education (grades 7 - 12)? Check one.

186/40.5 1. Prepare for a job
194/42.2 2. Develop intellectual skills
32/ 6.9 3. Develop hobbies and leisure time skills
17/ 3.7 4. Attain self-satisfaction
18/ 3.9 5. Learn how to get along better with people
12/ 2.6 6. Other: ____________

8. What do you see as the main purpose of adult education?

143/30.7 1. Prepare for a job
106/22.7 2. Develop intellectual skills
123/26.4 3. Develop hobbies and leisure time skills
75/16.1 4. Attain self-satisfaction
8/ 1.7 5. Learn how to get along better with people
10/ 2.1 6. Other: ____________

9. What is your highest level of formal education?

1/ .2 1. Less than 8th grade
20/ 4.4 2. 8th grade
41/ 9 3. Some high school
201/44.3 4. High school graduate
49/10.8 5. Vocational diploma or certificate
7/ 1.5 6. Associate degree (A.A. or A.S.)
61/13.4 7. Some College
61/13.4 8. Bachelor's Degree
12/ 2.6 9. Master's Degree
19/4 ____ 10. Doctor's Degree
____ 11. Other: ____________

10. Did you enroll in any adult evening courses during the last school year (Sept., 1972 - May, 1973)?

____ 1. No
____ 2. Yes

Please go on to the next page.....

11. Please indicate the number of times you have heard about each of the following activities and services during the past year.

Activity/Service	Frequency Information Received	
	Mdn	IQR
1. During the past year, how many times have you heard or received information regarding career education programs provided by Western Wisconsin Technical Institute for students in elementary and secondary schools in western Wisconsin?	2.61	2.0
2. During the past year, how many times have you heard or received information regarding the availability of career education programs provided by Western Wisconsin Technical Institute for adults in western Wisconsin?	2.86	1.66
3. During the last year, how many times have you heard about or received information indicating the feasibility of articulating secondary school programs with Western Wisconsin Technical Institute programs?	1.69	1.78
4. During the past year, how many times have you heard about or received information related to the existance of career and continuing education resource centers in western Wisconsin?	2.37	1.95
5. During the past year, how many times have you heard about or received information related to the activities or function of career and continuing education resource centers in western Wisconsin?	2.29	1.89
6. During the past year, how many times have you heard about or received information related to career counseling for adults?	1.48	1.47
7. During the past year, how many times have you heard about or received information related to career counseling for students in school?	1.87	1.96

1 = never
2 = once
3 = 2-3
4 = 4 or more

Please go on to the next page.....

12. Please give your opinions related to the following statements. Respond as you feel.

[illegible]	Response		
	No	Yes	Omit
1. Do you feel that a real need exists for career education for youth in western Wisconsin?	18 3.8	438 93	15 3.2
2. Do you feel that a real need exists for career education for adults in western Wisconsin?	38 8.1	416 88.3	17 3.6
3. Are you interested in enrolling in a vocational course(s) to improve performance on your present job?	231 49	212 45	28 6
4. Are you interested in enrolling in a vocational course(s) to prepare for another job?	282 59.9	157 33.3	32 6.8
5. Do you feel a real need exists for vocational education for youth in western Wisconsin?	19 4	432 91.7	20 4.3
6. Do you feel a real need exists for vocational education for adults in western Wisconsin?	35 7.4	416 88.3	20 4.3
7. Considering your present occupation and life style, would you participate in avocational education related to hobbies, etc. if the avocational course(s) of interest were available?	51 10.8	404 85.8	16 3.4
8. Do you feel career counseling would be beneficial to you? (Assistance in identifying possible jobs you would like and the training required to obtain these jobs, etc.)	234 49.7	208 44.2	29 6.1

Thank you for responding. Please turn in your survey form to your instructor.

APPENDIX A

Teacher Survey Form

3rd Party Evaluation
4/21/72

WWTI Career
Education Project

TEACHER SURVEY

Directions: Please complete the items listed below. The information collected will be summarized and used to evaluate the Western Wisconsin Technical Institute Career Education Project. The information will not be reported by class nor will it be used to evaluate your teaching.

1. School ______________________________ Date ______________

2. City/Town ____

3. What grade level(s) do you teach? __________________________

4. If you teach in Junior or Senior high school, what subject(s) do you teach?

____

5. How many years of teaching experience do you have?

____ 1. I am in my first year
____ 2. 2-5 years
____ 3. 6-10 years
____ 4. 11-20 years
____ 5. 21 or more years

6. What assistance and materials have you received this year for implementing Career Education concepts in your classes? (This assistance could have come from staff in your school or Western Wisconsin Technical Institute staff members.) Check all that apply.

____ 1. Written materials on Career Education.
____ 2. Career Education instructional packages.
____ 3. Films related to Career Education topics.
____ 4. Slide/tape series on Career Education topics.
____ 5. Other A-V media.
____ 6. Assistance in inserting Career Education content in my courses.
____ 7. Spoke to my class.
____ 8. Helped to identify resource speakers.
____ 9. Helped to identify places to visit on field trips.
____10. Other: ____

7. To what extent has this assistance helped you to include Career Education concepts and information in your class?

____ 1. Have not received any assistance.

____ 2. Asked for help but did not receive assistance.

____ 3. Slight help.

____ 4. Some help.

____ 5. Considerable help.

____ 6. Extensive help -- the major factor in helping me include Career Education in my class.

8. Listed below are several activities and methods for presenting Career Education information and concepts to your students. Please indicate the extent to which you used each this year (Column A). Response range from "Never" (1) to "Once per week"(5). In Column B, mark whether your use of the activity increased (3), stayed the same (2), or decreased (1) this year as contrasted to your activities and methods two years ago. Please estimate this. If you were not teaching two years ago, leave Column B blank.

. Activity/Method for Presenting Career Education Information	Column A					Column B		
	Extent of Present Use					Change in Use from 1972-73		
	Never		1/Mo.		1/Wk.	Decreased	Same	Increased
	1	2	3	4	5	1	2	3
1. Field trips	1	2	3	4	5	1	2	3
2. Visitors or speakers	1	2	3	4	5	1	2	3
3. A-V media (Slides, films, etc.)	1	2	3	4	5	1	2	3
4. Special written materials (brochures, articles, etc.) for Career Education	1	2	3	4	5	1	2	3
5. Group counseling	1	2	3	4	5	1	2	3
6. Individual counseling	1	2	3	4	5	1	2	3
7. Peer counseling (students counsel students)	1	2	3	4	5	1	2	3
8. Themes, papers or term papers	1	2	3	4	5	1	2	3
9. Educational TV	1	2	3	4	5	1	2	3
0. Projects	1	2	3	4	5	1	2	3

Activity/Method for Presenting Career Education Information	Column A					Column B		
	Extent of Present Use					Change in Use from 1972-73		
	Never		1/Mo.		1/Wk.	Decreased	Same	Increased
	1	2	3	4	5	1	2	3
Displays	1	2	3	4	5	1	2	3
Games (Career Education)	1	2	3	4	5	1	2	3
Educational Fairs	1	2	3	4	5	1	2	3
Role playing	1	2	3	4	5	1	2	3
Simulated work situations (class runs a business, etc)	1	2	3	4	5	1	2	3
Relating language arts to Career Education concepts.	1	2	3	4	5	1	2	3
Relating math skills to various occupations	1	2	3	4	5	1	2	3
Relating science and health to various occupations	1	2	3	4	5	1	2	3
Relating social studies to various skills needed in an occupation	1	2	3	4	5	1	2	3
Relating the arts to occupations and leisure activities	1	2	3	4	5	1	2	3
Presenting activities to help all of my students identify their interests and skills	1	2	3	4	5	1	2	3
Interviews, surveys, etc. to help the students become aware of the variety of occupations in their local community	1	2	3	4	5	1	2	3
Activities to start my students thinking about selecting a career	1	2	3	4	5	1	2	3
Discussed jobs related to topics or units presented in class	1	2	3	4	5	1	2	3
Encouraged students to think about selecting a career.	1	2	3	4	5	1	2	3

8. What additional assistance do you need to improve the Career Education portion of your program?

Thank you for responding. Please return in the enclosed envelope to:

Orville Nelson, Co-Director
Center for Vocational, Technical
and Adult Education
UW-Stout
Applied Arts Building
Menomonie, Wisconsin 54751

APPENDIX B

Post-test Data Collection Schedule

Evaluation Schedule for
LaCrosse Public Schools - Spring, 1975

Grade	School	Expt./Control	N	Test
3	Hintgen	E	30	CVTAE 100 Picture Test
3	Roosevelt	E	30	CVTAE 100 Picture Test
3	Franklin	E	30	CVTAE 100 Picture Test
3	Three similar schools in which	C	30	CVTAE 100 Picture Test
3	less career education work has been done	C	30	CVTAE 100 Picture Test
3		C	30	CVTAE 100 Picture Test
4-5-6	Hintgen	E	75-100	Career Maturity Inventory- Parts I & II.
4-5-6	Similar school which has done less in career education	C	75-100	
9	Longfellow Junior High	E	75-100	Career Development Inventory (mimeo) all sections
9	Logan Junior High	C	40- 60	
9	Lincoln Junior High	C	40 - 60	

4/21/75

Evaluation Schedule for Morrie Severson
Spring, 1975

Grade	School	Expt./ Control	Number	Test
3	Cashton	C	30	CVTAE 100 Picture Test
3	Norwalk	C	30	CVTAE 100 Picture Test
6	Cashton	C	50-60	Career Maturity Inventory - Parts I & II
6	Ontario	C	50-60	
9	Bangor	C#	50	Career Development Inventory (mimeo) all sections
9	Cashton	C	50	
9	Brookwood	C	50	
12	Bangor	C#	50	Career Development Inventory (mimeo) all sections
12	Cashton	C	50	
12	Brookwood	C	50	

# Has started to develop a Career Education program.

Evaluation Schedule for Dale Steffen
Spring, 1975

Grade	School	Expt./ Control	Number	Test
3	EKW--3 Elementary Schools	E	90	CVTAE Picture Test
6	EKW--3 Elementary Schools	E	120-150	Career Maturity Inventory Parts I & II (by McGraw-Hill)
9	EKW (Royal)	E	100	Career Development Inventory (mimeo) all sections
12	Royal	E	50-75	Career Development Inventory (mimeo) all sections

APPENDIX C

Counselor Survey Form

THIRD PARTY EVALUATORS
April 28, 1975

WWTI CAREER
EDUCATION PROJECT

ADMINISTRATOR/COUNSELOR SURVEY

DIRECTIONS: Please complete the items listed below. The information collected will be summarized and used to evaluate the Western Wisconsin Technical Institute Career Education Project. The information will not be reported or used to evaluate your performance.

1. School ______________________________ Date ______________

2. City/Town ______________________________

3. What is your assignment? ______________________________

4. At what level(s) do you work? (Check all that apply)

____ (1) Elementary

____ (2) Junior High School

____ (3) Senior High School

5. How many years have you been in your present job?

____ (1) I am in my first year

____ (2) 2-5 years

____ (3) 6-10 years

____ (4) 11-20 years

____ (5) 21 or more years

6. What assistance and materials have you received this year for implementing Career Education in your school? (This assistance could have come from Robert Pendleton, Morrie Severson, Dale Steffen, Richard Rogers, Richard Ammerman, Jerry Ditmer or other WWTI staff members.) Please mark two responses to each item. In Column A on the left, place a check mark if your school received the assistance this year. In Column B on the right, indicate the amount of assistance your school needs next year.

ADMINISTRATOR/COUNSELOR SURVEY (Cont'd)

COLUMN A			COLUMN B		
✓ if assistance was rec'd this yr.		Assistance/Materials Provided	Assistance needed next year		
			None 1	Some 2	Extensive 3
____	1.	Written materials on Career Education	____	____	____
____	2.	Career Education instructional packages	____	____	____
____	3.	Films related to Career Education	____	____	____
____	4.	Slide/tape series on Career Education Topics	____	____	____
____	5.	Other A-V Media	____	____	____
____	6.	Assistance in inserting Career Education content in our courses	____	____	____
____	7.	Spoke to some of our classes	____	____	____
____	8.	Helped to identify resource speakers	____	____	____
____	9.	Helped to identify places to visit on field trips	____	____	____
____	10.	Assisted with curriculum development for vocational and capstone courses	____	____	____
____	11.	Assisted with curriculum development for career education units and content for academic courses	____	____	____
____	12.	Assisted with curriculum development for career education units and content for other courses	____	____	____
____	13.	Assisted in placing students or developing a placement process for students who were about to terminate their attendance at our school. (Placement of graduating seniors in jobs, placement of graduates in advanced educational programs, placement of dropouts, etc.)	____	____	____
____	14.	Other ____________________	____	____	____

7. To what extent has this assistance helped you and your school to include Career Education concepts and information in your classes?

_____ (1) Have not received any assistance

_____ (2) Asked for help but did not receive assistance

_____ (3) Slight help

_____ (4) Some help

_____ (5) Considerable help

_____ (6) Extensive help--the major factor in helping me include Career Education in our clases

8. Did you have any problems in obtaining assistance from WWTI?

9. Please list any additional comments that you would like to make in regard to assistance received from WWTI.

Thank you for responding. Please return to:

Orville Nelson
Co-Director, CVTAE
226 Applied Arts
UW-Stout
Menomonie, Wisconsin 54751

APPENDIX D

Third Grade Career Education Instrument

☐ ☐ ☐ ☐
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0 ☐
1 ☐
2 ☐
3 ☐
4 ☐

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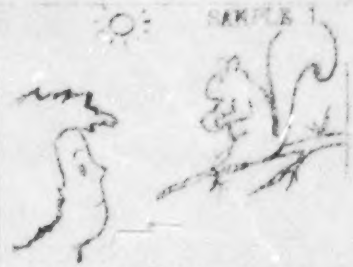

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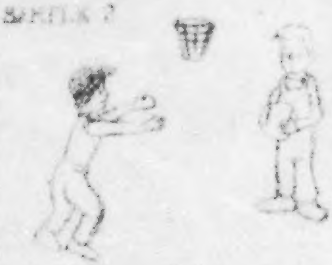
? ☐
no ☐

SAMPLE 2



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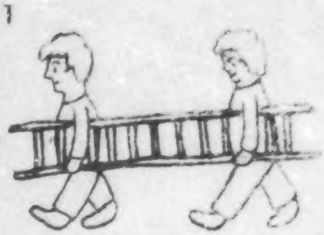

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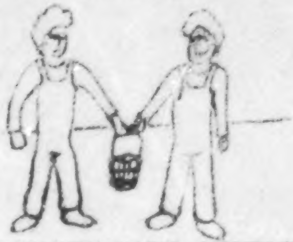

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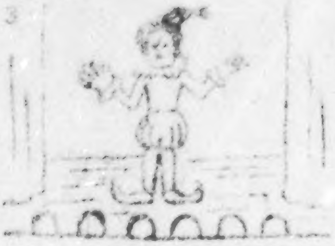

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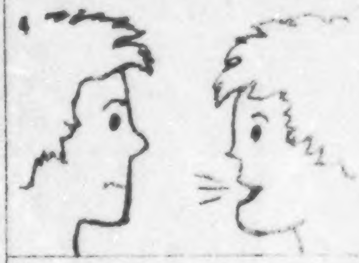

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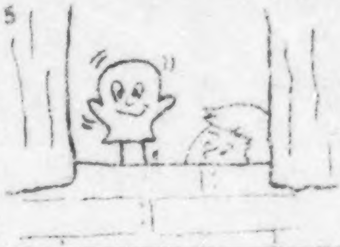

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? ☐
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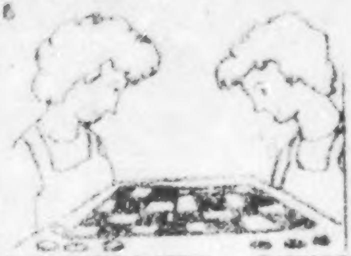

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? ☐
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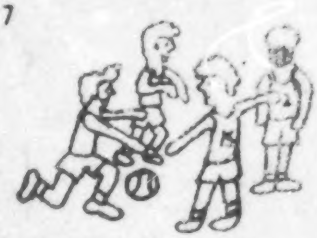

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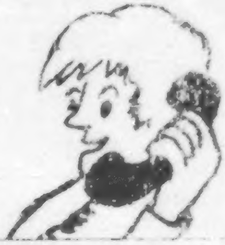

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? ☐
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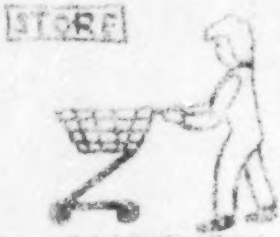

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? ☐
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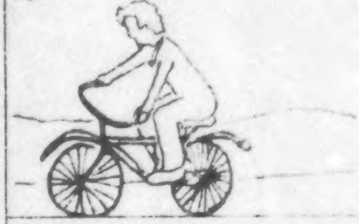

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? ☐
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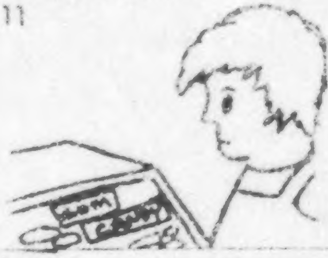
11



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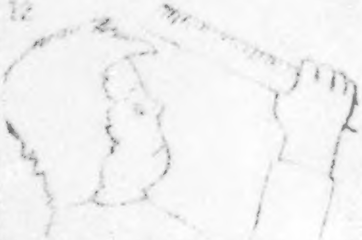

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? ☐
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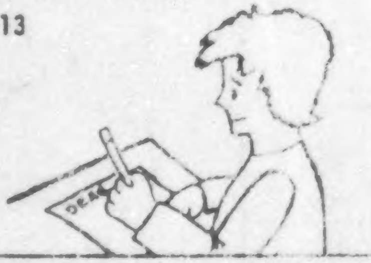

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? ☐
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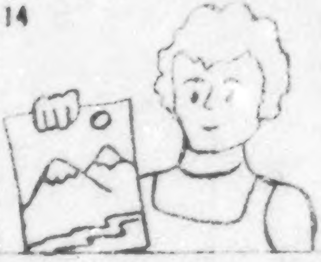

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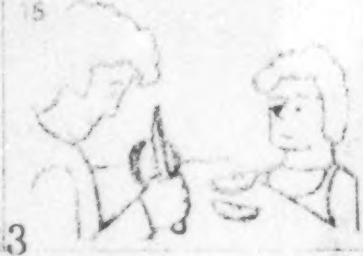
? ☐
no ☐

15



yes ☐
? ☐
no ☐

0
1
2
3
4

NAME ____________
SCHOOL ____________
NO. ______ DATE ______
DIRECTIONS: [illegible]
BOX [illegible]
YES ? NO

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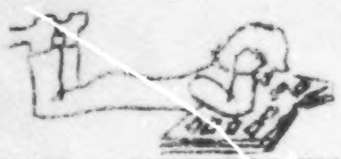
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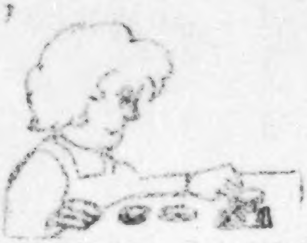
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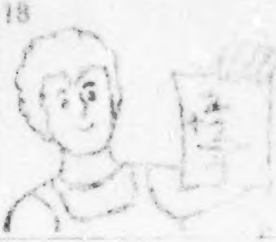
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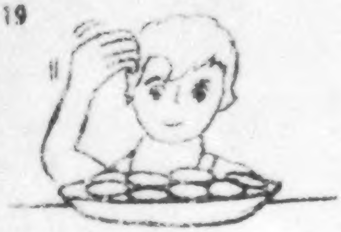
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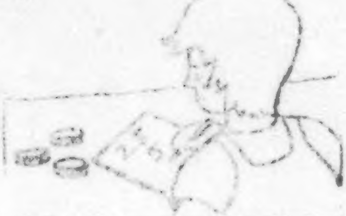
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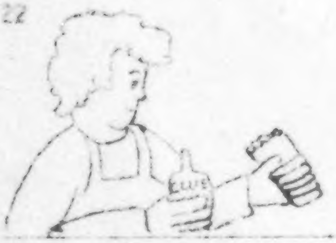
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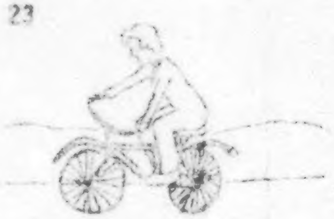
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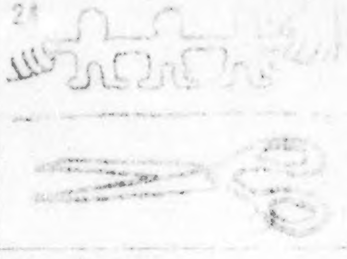
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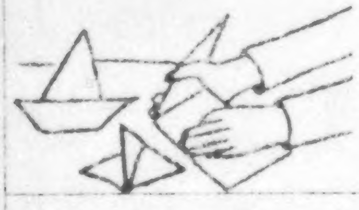
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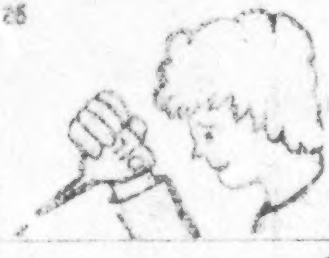
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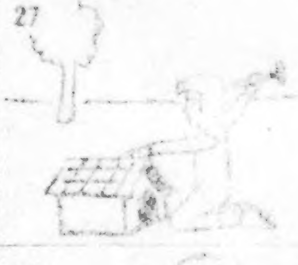
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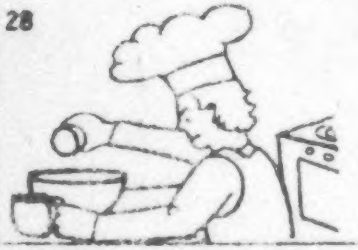
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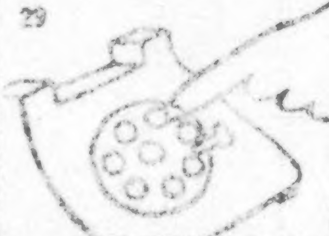
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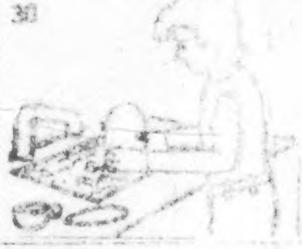
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no
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APPENDIX E

Placement Activity Survey Form